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ABSTRACT

Designed for the secondary level, this curriculum guide on labor unions provides an historical background, inquiry-oriented classroom lessons, and resources. The guide contains 17 lessons which examine the structure and daily activities of unions and their members. The first six lessons explore the structure and function of local and national unions as well as how unions can bring about nonviolent change. Other lessons are included on the topics of collective bargaining, contracts, process of negotiation, the shop steward, the grievance, grievance procedure, working on an assembly line, a case study of a worker's grievance, and the relationship of the union to the community. The lessons include objectives, instructional strategies, suggested activities, and, in many cases, actual student readings. The units may be integrated into American history, political science, sociology, and economics courses or may stand alone as a six- to eight-week minicourse. Also included is a list of relevant books, films, and community resources in Pennsylvania. (Author/DE)

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LABOR UNIONS

PROGRESS AND PROMISE

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INTRODUCTION

An understanding of the society in which one lives requires that one be aware of the structure, function and dynamics of the institutions that comprise that society. One's understanding of American society today is enhanced by a knowledge of labor unions. This is especially true in terms of the origins, growth and development of unions as a vital force within the democratic process.

The materials which comprise this unit are designed to provide students and teachers with the following: labor history background; specific lessons which examine the day-to-day activities of unions and their members; community resources; and books and films which deal with the progress and promise of labor unions.

This curriculum can be infused within the existing Social Studies program in grades 8, 10, 11, and 12, or used as a mini-course 6 to 8 weeks in duration. In the areas of American History, Political Science, Sociology, and Economics, these materials can be integrated wherever appropriate. For example, lessons dealing with unions and change can be related to the broader aspects of institutional change throughout American History. In Political Science, the structure and function of unions provide a laboratory for examining the individual and his role in the democratic process. The study of Economics certainly encompasses the entire spectrum of labor-management relationships. In the area of Sociology, one can study the interactions of unions with the communities they serve.

It is hoped that this package will provide valuable options and alternatives within the Social Studies instructional program. While all of the lessons can be used on the senior high school level, we have indicated specific lessons which are also suitable for grade 8. Nevertheless, some of the more sophisticated lessons and activities may also have applicability at the eighth grade level. Consequently, teachers should feel free to select lessons in such a way as to meet the needs of their classes.

An evaluation sheet is included as the last page of this publication. We welcome your suggestions for the improvement of these materials.

Should you require any additional supportive services, please call the Division of Social Studies, 448-3348.

Sincerely,

I. EZRA STAPLES
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LABOR UNIONS: PROGRESS AND PROMISE

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* While all of the lessons are suitable for senior high school, the asterisk indicates lessons that are especially applicable for grade 8.

HISTORICAL BACKGROUNDS OF LABOR-MANAGEMENT PROBLEMS IN THE UNITED STATES

By Joseph G. Rayback, Professor of American History and Head of the Department of Labor Education, Temple University

As you undoubtedly know the process known as collective bargaining is not very old, not as historians measure age, but it's much older than most people think.

It didn't exist in the colonial period for the simple reason that there were no labor-management problems. There were employers, and there were industrial laborers. In fact there's good evidence that these laborers occasionally formed trade unions (by other names). The first such association on record was created by fishermen on Richmond Island in what is now the State of Maine.

The colonial period was one of harmonious relationships between employers and employees. This harmony existed because of the state of the market. Fundamentally the market was a local one. The owner of a workshop manufactured and sold goods directly to customers in a local area. Usually he had no competition; if he did, he could readily come to an agreement with his competitor or competitors. Since he had little or no competition, he wasn't concerned with the condition of the market; he wasn't concerned with the cost of production; and he wasn't concerned with labor costs. When cost of living increased — and it roughly doubled between 1620 and 1775 — he increased wages and passed the additional costs on to the consumer without any fear of losing his customers.

The change in this situation came after the American Revolution when the transportation system developed and workshop owners began to seek markets in distant places. In looking for these markets they came into competition with workshop owners in other cities — for example, Philadelphia and Baltimore shopowners both competed for the Susquehanna Valley markets, and they competed with local shopkeepers. In other words, shopowners finally entered a competitive market. They now became cost conscious and wage conscious — and here is where the labor-management problem first appeared.

Conflict didn't start immediately. An effort was made to harmonize interest. The shopkeeper needed the markets, and workingmen recognized the need. In addition the goods produced for distant markets were inferior (therefore easier to make) to goods for the local market. So an agreement was relatively easy. Workingmen agreed that they would produce wholesale work (inferior work) at a cheaper rate than local work. Since the work was inferior, they could produce more of it. Their wages, their take-home pay, did not increase.

But this situation didn't last long. Workshop owners soon found competition growing, and their requests to their workingmen to lower wage rates on competitive products grew more and more frequent, until the workingmen's standard of living was threatened. At this point workingmen began to organize "permanent" trade unions.

The unions they organized were local, made up of skilled workers. Their structure was remarkably similar to those of present-day craft locals.

But the point about their operation that is pertinent to the subject involves their bargaining. These early unions (1792-1812) were interested in wages, nothing more. And this was how they operated. The union met, agreed on a scale of wages, and then each individual union member approached his employer on the subject. It was individual bargaining. The issue was simple; a simple method of solution could be used. As long as wages remained the sole issue, individual bargaining was used.

But wages did not remain the sole issue.

At the very end of the eighteenth century another change in the economy began to take place. A new figure, known as the merchant-capitalist appeared. Essentially, the merchant-capitalist was a marketeer. He entered the manufacturing field by securing a local monopoly of some raw material; then he established a "warehouse" and hired skilled labor to design, measure, and cut material. Then he contracted the rest of the work to small workshops. Here begain the destruction of skills and the division of labor.

In order to make a profit, the workshop owner began to organize his workers into teams, to put one team against another, to hire half-skilled workers, apprentices, women, and children. The pressure on wages became intense. And workingmen quickly recognized how the pressure was being applied. It came as a result of the hiring of half-skilled labor: what they called two-thirders or runaway apprentices. Two new issues were raised: one involved apprentices (number, length of training, wages); the other involved hiring of half-skilled, low wage labor which raised the problem of the closed shop. When these two issues were added to the problems that existed between employers and employees — notice that they are not personal issues but concern others — collective bargaining began.

Actually the first evidence of collective bargaining was in the printing trade in 1799 in New York City when a group of printers was named to visit printing employers. The bargaining that followed was rather unusual since it was a city-wide operation.

From this point collective bargaining grew slowly throughout the early part of the nineteenth century. There were various reasons for the rather slow development. In many trades, wages remained the only issue; the problem could be handled individually. The courts became involved through the "Cordwainer Conspiracy Cases" in which one court declared that a trade union was ipso facto a conspiracy in restraint of trade and therefore illegal, and other courts questioned the legality of trade union action. If the legality of trade unions was dubious, it was difficult to bargain collectively.

But inevitably as the merchant-capitalist took over control of more and more trades and as new issues developed — a very important one added in the 1820's was hours — the practice of collective bargaining spread. By the 1850's it had become quite common — at least among those trades still in the workshop stage — trades which hired skilled labor. It was rare, though not unknown, in the factories.

At this time collective bargaining was rather primitive. Generally it amounted to a few employees acting as a committee for all the employees in a single workshop bargaining with a single employer. Only occasionally did this bargaining involve more than one employer — not even more than one employer in one city.

While I have no evidence, I think that this situation was the result of the fact that labor was organized and employers were not. At any rate after employers organized the situation began to change.

Employers began to organize during the Civil War. (It was also at this time that organized employers entered politics.) Most of their organizations were city-wide and were based on a single trade. But some covered many trades in one city; one or two were state-wide organizations of a single trade. There were also a few trades organized on a regional basis, and one on a national basis.

Employer organization was an effort to put employers on an equal or superior footing with labor.

With employer organization there came a shift in the dimensions of collective bargaining. It's possible to see the beginnings of the shift during the depression of 1866 when two national trade associations, the Crispins (shoemakers) and Moulders, attempted to lead large scale strikes against shoe manufacturers and iron founders. They lost, but that's not important. What was important in this situation was the shift from collective bargaining which involved one employer and one local trade union to industry-wide bargaining which involved many employers and an international with a large number of locals. Collective bargaining was moving from the simple contract toward the industry-wide trade agreement.

It wasn't very long before a few industry-wide agreements were signed; most notable were those signed between the Workingmen's Benevolent Association (the "old W.B.A.") and the anthracite operators in 1869 which lasted until 1875. Failure to renew at that time led to the "Long Strike" which was the prelude to the Molly Maguire affair. Another was between the Moulders and the Iron-Founders in the 1870's; that agreement was renewed several times and was finally vacated in 1903 at the beginning of the open-shop campaign. A third was between the Amalgamated Association of Iron, Steel, and Tin Workers and a number of steel companies which later became the basis of the Carnegie Empire. Failure to renew this agreement led to the Homestead Strike.

There's a significant point to be made about these early trade agreements. They covered very few factors: usually wages and hours and sometimes apprenticeship rules. Essentially they were no different from the simple agreements which employers and locals had developed in the 1820's. In fact they did not have one provision which had appeared in the contracts negotiated in the 1820's and 1830's — the provision for the closed shop.

But a change in the content of the contracts was coming. The change started with the relatively unknown but most significant Bituminous strike of 1897, which ended with the so-called Columbus Agreement. The change was accelerated by the two Anthracite conflicts of 1900 and 1902 and by the long effort of the Typographical Union to secure an eight-hour day between 1896 and 1908.

The man most responsible for the change was Michael Blatchford of the United Mine Workers, then a small 10,000 member union. In the 1890's the bituminous coal industry was in a very competitive and chaotic condition out of which neither mine owners nor miners were securing benefits. Blatchford suggested an agreement (industry-wide) which would contain different wage scales for each of the important coal producing areas. These wage scales would be so adjusted that competition among coal owners would be virtually eliminated. After a short strike, an agreement to this effect was signed at Columbus. That agreement opened the way to a re-evaluation of all trade agreements. If you could eliminate competition and produce a harmonious situation within an industry, anything was possible.

Anything which the imagination of men could conceive at a given time did become possible. Since the early twentieth century the kind of contractual relationship implied in the Columbus agreement (and a few others signed between 1900 and 1908) became the great objective of trade unions.

Now, what was implied?

First, a negative point: Contracts did not have to be confined to the simple issues of wages, hours, and apprenticeship rules.

Second, and more positively:

A contract could embody a social philosophy. A contract could provide for cooperation between two industrial groups with conflicting interests; it could eliminate strikes and lockouts, and for labor it could eliminate wage losses due to strikes and lockouts. It could provide job security through regulations governing such factors as "equal turn," priority, and seniority, and through regulations governing introduction of new machinery. The possibilities were infinite.

There's a sidelight to this situation which I should mention here because of its later and present importance. A contractual agreement of the nature of the Columbus agreement could provide for industrial peace — but it also had a direct effect on the economy and the public. It raised production costs and increased the price of consumer goods. In other words, whether it knew it or not, the public supposedly paid for industrial harmony by paying higher prices for industrial goods. There are several interesting and perhaps ironic qualities about this situation. For one, the kind of contractual relationship implied in the Columbus agreement was re-producing the kind of relationship that existed between employers, employees, and the public in colonial days; and for another this kind of contractual relationship is one that the public condemns today because it is supposed to contribute to the inflationary spiral.

To return to my main theme. Since about 1900, the trade unions have been sold on collective bargaining and the trade agreement as the best means of securing their aims. For about half of the twentieth century, however, trade unions in general had a hard job achieving their aims. The point was that employers (management) were not sold on either unionism or collective bargaining. Collective bargaining did develop where crafts were involved, but it seldom occurred in the great basic industries or in the mass producing industries.

But again a change occurred. During the 1920's and particularly during the early New Deal period, the public became convinced that collective bargaining was in the public interest. The argument was simple. We applied it first to international affairs. It went something like this; war can be avoided if men will only sit down around a conference table, discuss their problems, get to know each other, and come to an agreement. If such reasoning could be applied to international conflict, it could readily be applied to industrial conflict. And, of course, the inevitable happened. The federal government stepped into the situation.

The federal government, of course, had involved itself in the collective bargaining process in the Railway industry as early as 1898 when it had enacted the Erdman Act; it had further involved itself through the Newlands Act of 1912, in the Esch-Cummins Act of 1920, and in the Railway Labor Act of 1926. But this involvement had concerned only one portion of the economy. It wasn't until Herbert Hoover's administration that the government involved itself in the industrial relations of the whole economy with the passage of the Norris-LaGuardia Act.

In that act Congress recognized that under the prevailing economic conditions an individual worker was unable to "exercise actual liberty of contract" or to "protect his freedom of labor." It also announced that it was necessary that the laboring man be granted "full freedom of association, self-organization, and designation of representatives of his own choosing to negotiate the terms and conditions of his employment, and that he . . . be free from the interference, restraint, or coercion of employers . . . in his actual activities for the purpose of collective bargaining."

But while this act gave federal recognition to trade unions and collective bargaining, it did not make collective bargaining a fact.

That was left to the New Deal. First in Section 7 (a) of the National Industrial Recovery Act and later in the Wagner Act, Congress indicated its intention to secure the right of labor to organize and the correlative right to bargain. It granted legal status to the bargaining agents (management and unions) and in doing so gave them, in effect, quasi-legislative authority to settle their own problems.

This, of course, is one of the great milestones in the history of labor-management relations. If I may briefly summarize here. Bargaining started in this nation as individual bargaining between one employer and one employee over the simple problem of wages. When the issues were expanded, bargaining became collective bargaining between an employer and a local union, then came collective bargaining between several employers in one trade and in one city and the locals of that trade in the same city. After the Civil War, the dimensions of the collective bargaining process widened so that collective bargaining became industry-wide bargaining. Around 1900 the content of collective bargaining changed to include not only simple issues but a social philosophy. In all these developments bargaining had been a private matter — a process which trade unions sought much more eagerly than employers did.

With the passage of the Norris-LaGuardia and Wagner acts, however, collective bargaining ceased to be wholly a private matter; it became a quasi-public matter. And it has remained in that condition ever since.

Since 1935, collective bargaining has become the accepted mode of settling industrial conflicts. The number of strikes has decreased. Since 1946, violence in industrial conflict has become very rare.

Since 1935, in line with a long trend, the subject matter of collective bargaining has greatly expanded. This expansion was partially assisted by the federal government through the operations of the War Labor Board. Today, contracts contain a basic agreement against strikes and lockouts. They also contain provisions dealing with pay rates, job classification, incentives, classification of new jobs, adjustment of differentials on incentive and non-incentive jobs, shift differentials, overtime pay, Sunday pay, cost of living adjustments, hours of work, allowances for reporting for work, allowances for jury service, holiday pay, vacations, seniority, inplant transfers, job openings, safety, the checkoff, discipline, adjustment of grievances, boards of arbitration, suspension and discharge, military service, severance allowance, supplementary unemployment benefits, welfare funds, pensions, health and life insurance, scholarship opportunities. In addition, contracts today provide for job-related and career benefits.

The public has become increasingly concerned that management and labor reveal a responsibility to the public in their collective bargaining and in their agreements. This concern promises to grow larger. Whether it will cause another change in the dimension, character, or content of collective bargaining remains to be seen.

LESSON #1

THEME: STRUCTURE AND FUNCTION

Objective

As a result of this lesson, the students will list three objects and tell how the structure of each object relates to its function.

Instructional Strategies

1. The teacher should display a baseball bat in class. Ask the students what characteristics of the bat make it suitable for the purpose for which it is used. Students' answers may focus on the length of the bat, its shape, its durability, its composition, etc.

2. At this point, the teacher should introduce the word structure and ask the class to define it. Have some students check the dictionary definition. Ask the students to define the term function. What is the purpose of the bat?

3. Ask the class to consider and discuss how the structure of the bat relates to its function.

Suggested Activities

1. Have each student draw the outline of his hand on a piece of paper. Discuss the human hand in terms of structure and function. Ask some students to remove the thumb on the paper model. Raise the following question:

   a. How will this alteration of the hand's structure affect its function?

2. Take the class into the community and have each student identify two structures within the environment and photograph them. Use the pictures to make a collage or class picture file related to structure. Have each student write a brief paragraph telling how the structures photographed are related to their function.

3. Bring in pictures of three professional athletes representing baseball (men of medium build), basketball (tall and thin) and football (heavy, muscular). Ask the class how the physical structure of each player relates to his function on the team.

LESSON #2

THEME: STRUCTURE AND FUNCTION

Objective

As a result of this lesson students should do the following:

(1) Identify an organizational chart

(2) List four characteristics of a bureaucracy, and

(3) Explain how a change in bureaucratic structure may affect its function.

Instructional Strategies

1. Give each student a copy of the following diagram and have each student examine the diagram's structure. Do not tell the students what the diagram represents. See next page.

2. List the following clues on the board and explain that each clue might tell them something about the diagram.

a. It shrinks and expands.

b. It is old and young.

c. It hurts some, helps others.

d. It can move slowly or rapidly.

e. The more it changes, the more it stays the same.

f. It consumes paper.

g. It seldom has enough money.

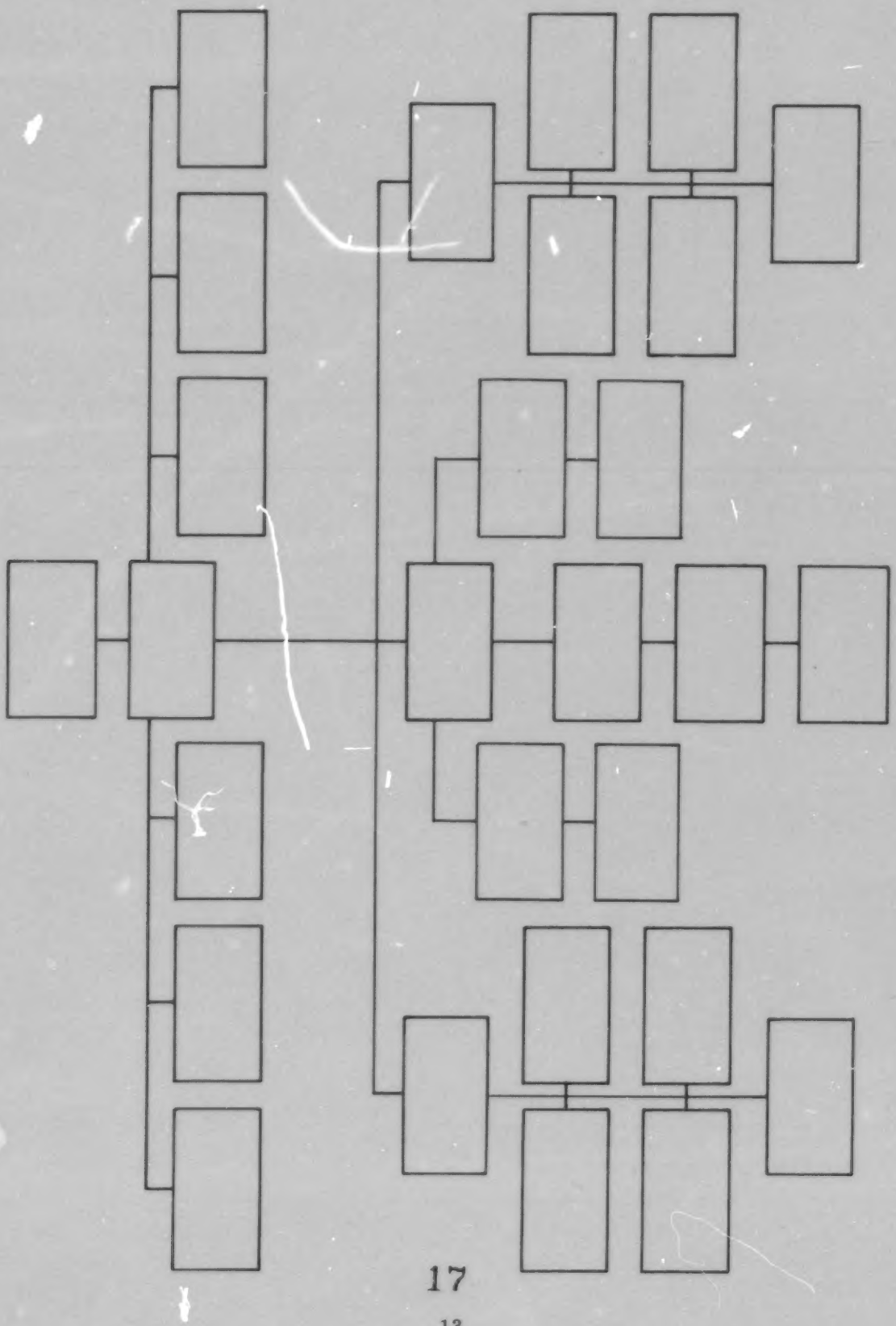
h. It needs a great deal of support.

i. It is multi-ethnic and multi-racial.

3. Divide the class into 3 or 4 committees. Using the clues, have the committees decide what the diagram represents.

a. Have each group tell the class the reasons for its decision.

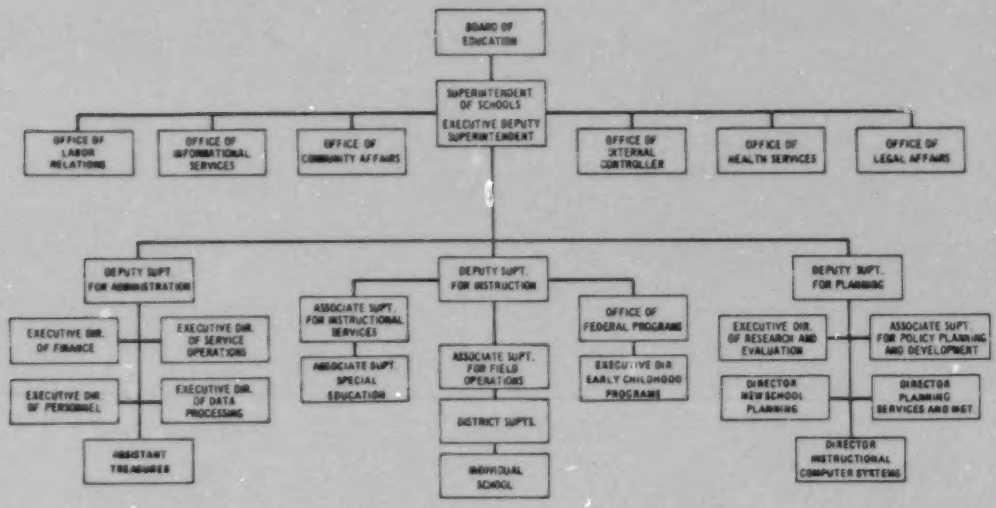
4. After the discussion, the teacher should explain the terms bureaucracy and organizational structure. The teacher should then raise the question: What is the purpose and function of an organizational chart?



5. *Note to teacher:

The chart upon which the initial exercise is based is included below.

TABLE OF ORGANIZATION


BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
EXECUTIVE DEPUTY SUPERINTENDENT
OFFICE OF LABOR RELATIONS
OFFICE OF INFORMATIONAL SERVICES
OFFICE OF COMMUNITY AFFAIRS
OFFICE OF INTERNAL CONTROLLER
OFFICE OF HEALTH SERVICES
OFFICE OF LEGAL AFFAIRS
DEPUTY SUPT. FOR ADMINISTRATION
EXECUTIVE DIR. OF FINANCE
EXECUTIVE DIR. OF SERVICE OPERATIONS
EXECUTIVE DIR. OF PERSONNEL
EXECUTIVE DIR. OF DATA PROCESSING
ASSISTANT TREASURER
DEPUTY SUPT. FOR INSTRUCTION
ASSOCIATE SUPT. FOR INSTRUCTIONAL SERVICES
ASSOCIATE SUPT. SPECIAL EDUCATION
ASSOCIATE SUPT. FOR FIELD OPERATIONS
DISTRICT SUPTS.
INDIVIDUAL SCHOOL
OFFICE OF FEDERAL PROGRAMS
EXECUTIVE DIR EARLY CHILDHOOD PROGRAMS
DEPUTY SUPT. FOR PLANNING
EXECUTIVE DIR. OF RESEARCH AND EVALUATION
ASSOCIATE SUPT. FOR POLICY PLANNING AND DEVELOPMENT
DIRECTOR NEW SCHOOL PLANNING
DIRECTOR PLANNING SERVICES AND INST
DIRECTOR INSTRUCTIONAL COMPUTER SYSTEMS

Suggested Activities

1. Review Suggested Activity 1 in Lesson #1.

   a. Fill in some of the blocks in the above chart.

   b. How would a change in structure or the removal of certain key offices affect the function of this organization? It is suggested that the teacher and students deal with only those parts whose functions or names are obvious such as:

      (1) Board of Education
      (2) Superintendent of Schools
      (3) Office of Labor Relations
      (4) Informational Services
      (5) Health Services
      (6) Office of Legal Affairs
      (7) Early Childhood Programs
      (8) Data Processing

2. Pose the following problem to the class:

$500,000 must be cut from the operating budget. Which parts of the organization would you eliminate? Why? What effect would this have on the function of the total organization?

3. Have the class make an organizational chart of their school. Consult the principal and other key personnel if necessary.

LESSON #3

THEME: THE STRUCTURE AND FUNCTION OF LOCAL AND NATIONAL UNIONS

Objective

As a result of this lesson, the students will become familiar with the structure and functions of local and national unions.

Background Information

To achieve results a union requires both members and organization. Without this organization, the group would be a mob. The local union achieves this organization under a constitution or set of by-laws which defines the responsibility of the membership meeting, officers, executive board, and members.

The local unions are joined together in a "union of unions" known as the national union. Its authority and responsibility are outlined in its constitution and its regular conventions. The delegates to the convention are representatives selected from each of the local unions by the members.

In turn, the national unions affiliate in a federation of national unions.

Finally, the federation is affiliated with the free, democratic unions of the world in the International Confederation of Free Trade Unions (ICFTU) for international labor solidarity.

The function of unions involves the following specific areas:

Collective Bargaining: The main function of unions is dealing with employers. The process of negotiating an agreement and enforcing the agreement is called Collective Bargaining.

Community Relations: Although Collective Bargaining is by far the most important function of the U.S. unions, they do use other means for helping workers and their families achieve a better life. One method is working with community groups in improving such things as housing, the schools for their children, health and hospital facilities, recreation and many other community activities.

Relations with Government: U.S. unions take active part in determining what kind of government we have, what kind of laws are passed and how those laws are administered.

Relations with Unions of Other Countries: U.S. unions believe in working with the democratic unions of the world to help improve the conditions of workers.

Instructional Strategies

1. Have the students pose some school problems. Examples might be:

   a. poor lunchroom conditions
   b. gang activity in the school
   c. poor attendance
   d. overcrowding

Divide the class into 4 committees and have each committee select one school problem and detail how they feel it should be handled.

2. Reassemble the entire class. Discuss the proposed solutions. If a committee has suggested either the formation of or the existence of a student organization to handle the problem, use this idea as a connector to move into the material which follows. If the idea of an organization has not been mentioned, the teacher should introduce it emphasizing the fact that organization is vital if a group hopes to achieve its objectives.

3. Have the students read selections from the by-laws of a union local.

   a. Raise the following question:

      (1) Why does a union require a constitution or written set of by-laws?

   b. Is there a student or faculty organization in the school that has a constitution or written set of by-laws? If so, what are its basic features? Is this student or faculty organization affiliated with other such organizations throughout the city, state, and nation?

   c. Do the by-laws or constitution of an organization relate to its structure and function? If so, how? If not, why not?

Suggested Activities

1. Have the students compare sections of the Philadelphia City Charter, Pennsylvania State Constitution, United States Constitution in terms of what these documents say about the structure and function of their respective political units.

2. Student Dramatizations:

a. Assign roles to volunteers first and to others by rotation.

b. Ask pupils to answer the questions following each dramatization.

— THE CLOSED AGENDA —

Member: Mr. Chairman . . .

Chairman: You have the floor.

Member: Mr. Chairman, I move to add "new business" to the agenda of this meeting.

Chairman: You are out of order.

Member: Why?

Chairman: Because our union constitution, approved by the membership, says the Executive Board has the responsibility for establishing the agenda or order of business of membership meetings.

Member: If a majority of the Executive Board doesn't want new business on the agenda, how can I get the question before the membership meeting?

Chairman: Since the rules of order direct me to assist the members in matters of parliamentary procedure, I now inform you that you can appeal the chair's ruling, which means the members present can decide by vote whether they want you to have a chance to present your motion.

Member: Thank you. I appeal your ruling that my motion, to add new business to this meeting's agenda, is out of order.

Chairman: If the majority of members voting vote Aye, this item will be on this meeting's agenda. All in favor, say Aye. Those opposed, say Nay. The Ayes have it. New business is on the agenda of this meeting.

* * *

c. Questions for discussion:

(1) What is meant by the floor in a meeting?

(2) What is meant by new business in a meeting?

(3) What is meant by the agenda, and why is it important?

(4) What is parliamentary procedure, and why is it important?

(5) What is a motion in a meeting, and how is it made?

(6) What is seconding a motion, and why is it important?

(7) What is meant by "out of order" and "in order" in a meeting?

— EXTREME PROPOSALS —

a. Directions are same as above.

Chairman: The next item on the agenda, as you directed by voting to reject the chair's ruling, is new business.

Bill: I move that this meeting instruct our delegates to the Central Labor Council of this city, to introduce and fully support a resolution directing that Council conduct a general strike of all unions in this city any time a judge issues an order or injunction against strikers.

Jim: I second the motion.

Bill: My reasons for this motion are as follows . . . (He speaks for ten minutes.)

Jim: I support the motion for these reasons . . . (He speaks for five minutes.)

George: I oppose the motion because a general strike would violate all union contracts and give the bosses the right to do as they please.

Dave: It is late. Many members have left. I suggest the absence of a quorum.

Chairman: That means the number present must be counted to see if there are enough to do business according to our union constitution . . . . There is a quorum present.

George: I move to table the motion.

Dave: I second the motion to table.

Chairman: That is not debatable. All in favor, say Aye. Opposed, say Nay. The Ayes have it, overwhelmingly — only two opposed.

George: I move adjournment.

Dave: I second the motion.

Chairman: That is not debatable. All in favor, say Aye. Opposed, Nay. The Ayes have it — only two opposed. The meeting is adjourned.

George: All that time wasted, for just two far-out kooks!

Dave: You won't catch me voting for anything those two guys propose any more.

* * *

b. Questions for discussion:

(1) What is a central labor council?

(2) What is a delegate?

(3) What is a resolution?

(4) What is a general strike?

(5) What is an injunction?

(6) What is a contract?

(7) What is a quorum?

(8) What is tabling a motion?

(9) What is meant by debatable?

(10) What is adjournment?

LIMITING DEBATE

a. Directions are same as above.

Bert: Mr. Chairman, may I have the floor?

Chairman: I recognize you.

Bert: A number of members have told me that they won't attend any more of our union membership meetings because too much time is wasted. A half dozen little groups, each with two or three very vocal members attending, hog the mike, make long speeches supporting their far-out resolutions, and when the voting takes place, they get only 2 or 3 votes. In the meantime, the great majority of those present have to hear this talk that leads to no useful result. Therefore I move that speeches . . .

Chairman: You're out of order, because the motion must come before the explanation.

Stu: Mr. Chairman, may I have the floor?

Chairman: You are recognized.

Stu: I move that speeches from the floor be limited to two minutes at a time, so that if a member has more to say, he should go to the end of the microphone line and await his turn.

Bert: I second the motion.

Herb: That would interfere with my freedom of speech.

Stan: As it is going now, you'll have freedom of speech in an empty hall, because members won't come if they have to hear your extended remarks, to put it politely.

Herb: The trouble is, debate can be cut off before I can complete my remarks, which need more than two minutes.

Stan: To respect every member's right to free speech in the limited time of the meeting, each of us has to limit himself somewhat. If each of us talks too long in the opinion of others, they feel their rights are being denied. We must all learn to compromise, and state our views in the fewest words. Remember, every member has the choice of staying home or going elsewhere instead of coming here.

Bert: Debate can be closed by a two-thirds majority vote anytime.

Stu: Since meeting time, especially time at the mike, is so scarce and therefore precious, members who feel they have important messages with many details can print them and give them out in the lobby before the meeting. Of course that won't satisfy the member who feels he must make a long speech for or against a proposal that he did not expect to

be brought up. But unless we limit time at the floor mike we won't have meetings worth the name — not even a quorum.

Bert: I ask that the question be called (closing debate).

Stu: I second it.

Chairman: All in favor of closing debate, say Aye. Opposed, Nay. The Ayes have it.

Herb: I call for a division; count heads or standing bodies.

Chairman: Those in favor of ending debate, please stand for counting . . . Please sit down. Those opposed, please stand. Please sit down. The Ayes have it. Now we'll vote on the original motion, to limit debate to two minutes per speaker, in rotation. All in favor, say Aye. Opposed, Nay. The Ayes have it.

* * *

b. Questions for discussion:

(1) What is meant by the chairman recognizing someone in a meeting?

(2) What is a compromise?

(3) What is a majority?

(4) What is meant by calling the question?

(5) What is a division in voting?

(6) What are the different methods of voting at a meeting?

3. SPECIAL NOTE

Some unions are independent, i.e. they are not affiliated with any national labor union organization.

a. Have students research the following questions:

(1) What is an independent union?

(2) Why are some unions independent?

b. Detail a case in which a union became independent because:

(1) It chose to be so.

(2) It was expelled from a national body.

c. What are the advantages and disadvantages of being an independent union?

d. Speakers and films are available from

(1) Pennsylvania State University
The Department of Labor Studies
Eastern Office
814 Hill Avenue
Wyoming, Pa. 19610
375-4211

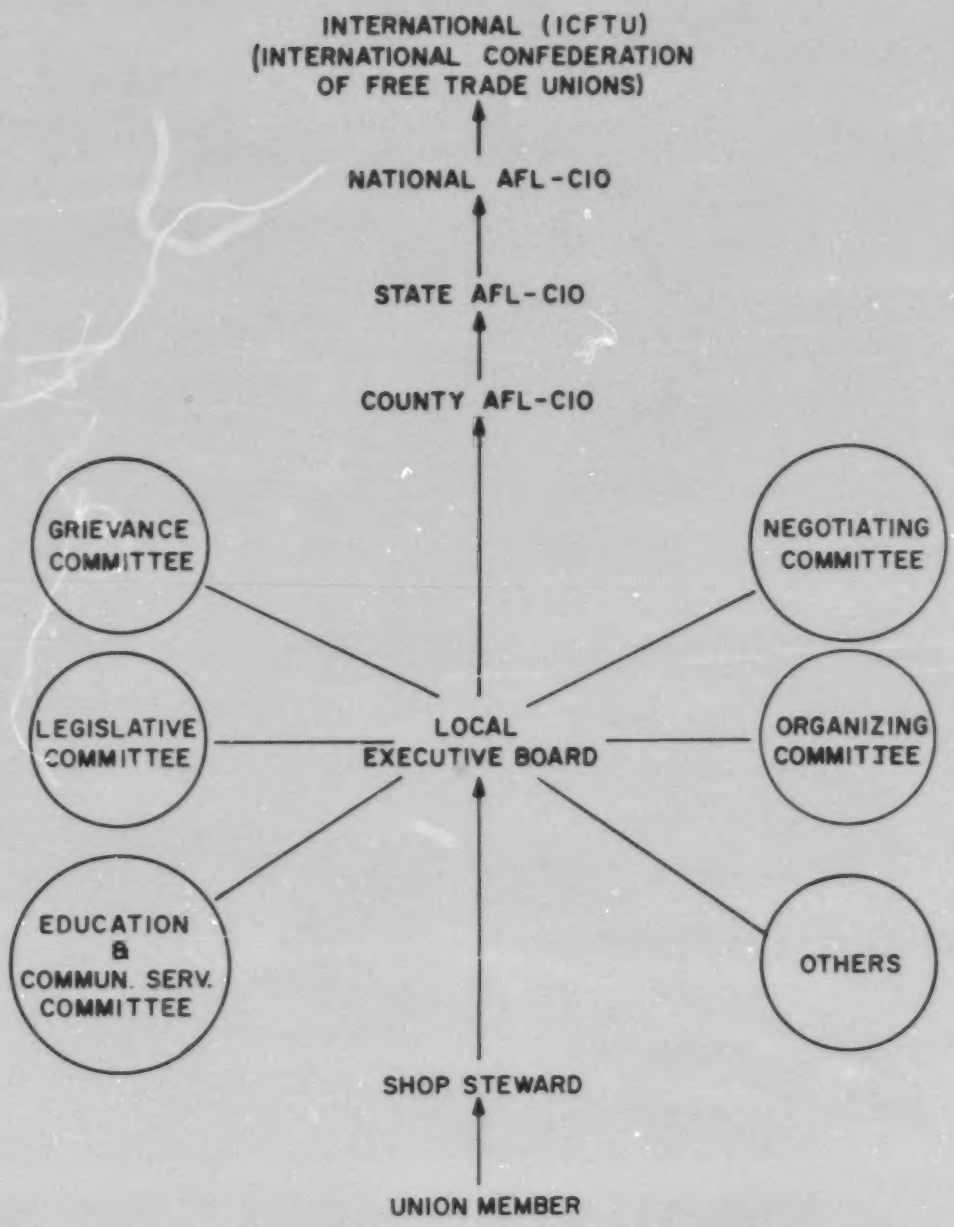
(2) United Automobile Workers
Association for the Advancement of Labor Education
3364 Susquehanna Road
Dresher, Pa. 19025

(3) Teamsters Joint Council #53
11th and Chew Streets
Philadelphia, Pa. 19141
HA 4-6639

(4) International Union of Electrical, Radio, and Machine Workers
1321 Arch Street
LO 7-6303

4. Give each student copies of the diagrams on Pages 23 and 24 and discuss the responsibilities of the local and national unions and the functions of their elected officers.

THE NATIONAL UNION



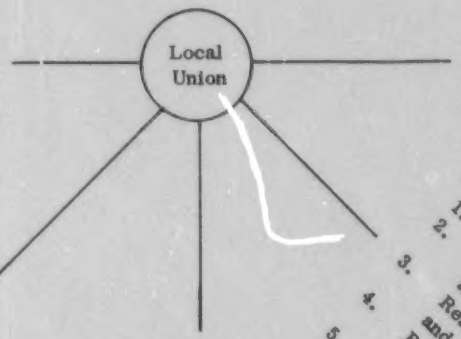
THE LOCAL UNION AND HOW IT WORKS

The Local in the United States is the focal point of the relationship between the rank-and-file membership and their unions. Although all Locals are affiliated with Unions of one kind or another, they vary greatly in many other ways:

1. Some Locals are organized by industry while others are organized on a craft basis.
2. The members of a Local may work for the same employer or they may work for many different employers.
3. The members of a Local may work in one area or they may be scattered over great distances.
4. The number of workers in a Local may differ very much.

The duties and responsibilities of the President of a Local:

1. Chairman of meetings
2. Administrative Officer
3. Team captain in relation to other officers and committeemen
4. Negotiator (sometimes)
5. Ceremonial officer
6. Spokesman for the union to the membership
7. Personal consultant
8. Organizer and coordinator of services for the membership
9. Representative of the union to the community
10. Political leader



The Local is affiliated with many other groups such as:

1. The District Council or Joint Board
2. The city central and state central labor bodies
3. The national or international union
4. The national and international federations

The highest authority in the Local

1. The local meeting
2. The local executive board

The duties and responsibilities of a local recording secretary:

1. Keeps a record of the proceedings of the local union meetings
2. Signs all orders on the treasury authorized by the Local and sees that they are entered in the minutes
3. Reads all documents and conducts all correspondence of the Local and files them for future reference
4. Brings correspondence to the attention of the membership and of the officers and committees for action
5. Keeps in touch with the national or international union and other affiliated bodies

Duties and responsibilities of local executive board:

1. Organizing
2. Educational
3. Legislative
4. Political
5. Social
6. Bargaining

Duties and responsibilities of local stewards:

1. Speaks for the workers
2. Keeps the members informed
3. Signs up non-union workers in his department
4. Gets members out for meetings and elections
5. Deals with the foreman

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LESSON #4

THEME: UNIONS AND CHANGE

Objective

To familiarize students with the concept and process of change by the use of concrete learning experiences.

Background Information

The concepts of change and the speed at which it occurs have a tremendous impact upon the lives of everyone. Individuals, groups, institutions and societies that are unable to cope with rapid change are ultimately destined for extinction. Alvin Toffler expresses these sentiments below:

"To create an environment in which change enlivens and enriches the individual, but does not overwhelm him, we must employ not merely personal tactics but social strategies. If we are to carry people through the accelerative period, we must begin now to build "future shock absorbers" into the very fabric of superindustrial society. And this requires a fresh way of thinking about change and non-change in our lives."

Alvin Toffler. FUTURE SHOCK. Bantam Books, 1971, p. 383.

Instructional Strategies

1. Have students bring in snapshots or pictures of themselves taken during the first three years of their lives.

   a. Put pictures in common pool. Select several pictures and see if the students can correctly match the baby picture with the person who brought the picture in.

   b. Raise the following questions:

      (1) Were all the match-ups correct?

      (2) In what ways have the students changed over the years?

      (3) Compare the needs of the individual in the snapshot with the needs of the individual today.

      (4) What other changes, in addition to physical changes, have taken place?

(5) What are some possible differences in your relationships with your family today as opposed to 10-15 years ago?

Suggested Activities

1. Have students list 3 groups to which they belong and discuss changes that they have observed within the groups. Some examples of ways in which groups have changed might be:

   a. Purpose
   b. Structure
   c. Function
   d. Leadership
   e. Membership

2. Ask the students to analyze and discuss the following quotation:

   The golf links lie so near the mill
   That almost every day
   The laboring children can look out
   And see the men at play

   a. The lines quoted above would apply to what time period in American History?

   b. Are golf courses today usually found near factories?
   What implications will the answer to this question have in terms of change and urban planning?

   c. Does the expression "laboring children" have any significance today? Why? Why not? What changes are responsible for your answer?

LESSON #5

THEME: UNIONS AND CHANGE

Objective

To identify the needs for change in a major American industry in the early 1900's.

Background Information

In the previous lesson, we explored the concept of change in terms of the individual, the groups to which he belongs, and one aspect of American Labor. This lesson is designed to expose students to working conditions in the clothing industry in the late 19th and early 20th centuries.

Instructional Strategies

1. Distribute and have students read:

   The Case of Joe Scheiker. (The Rise of Organized Labor: AEP Series*, pp. 32-35).

   a. Ask the following questions:

      (1) What conditions portrayed in the article do you feel require change?

      (2) Why were men, at this time, willing to work under the conditions described?

      (3) Why were some men afraid to join labor unions?

      (4) What do you feel motivated Joe Scheiker to become a labor-union organizer?

      (5) What did Scheiker have in common with the foreman at Asterman's Clothing factory?

      (6) What impact did immigration have upon the clothing industry? American industry?

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THE CASE OF JOE SCHEIKER

In his mission, the union organizer had to face barriers of worker apathy, fear—and pride.

SEVEN O'CLOCK. Already the employees of Asterman's Clothing Factory had been at work for two hours. Joseph Scheiker, middle-aged, huskily built, shoulders slightly rounded as a result of years spent at a bench cutting fabric, made his way toward the shop along the dingy streets. Grocerymen and hot-lunch peddlers were just preparing their stands for the day's business. Soon the city would be all soot and smells.

Scheiker had to make his visit early in the day; Asterman never came in until almost noon, and Scheiker knew the foreman, Berman. Berman did not agree with what Scheiker was doing, but he wouldn't prevent him from talking with a couple of the workers. Berman and Scheiker had once been cutters at the same bench, exchanging stories about the old country while their fingers measured and snipped grey serge for ready-made suits. Berman had gone on to become a foreman, Scheiker a labor organizer.

AS HE DREW near the shop, the air filled with hateful memories. Since he had become an organizer, Scheiker had not spent a full day in a tailoring shop. Yet every visit he made recalled his years of tedious labor: 14 hours a day, 6 days a week; net result—a sore back and 10 or 12 dollars in his pocket. America , land of promise! For Scheiker that promise could never be fulfilled so long as the bosses took $100 a week to their 15-room homes while the tailors, to earn $12 a week, had to carry night work back to their shabby tenements.

Scheiker turned into the alley that led to the shop's entrance. The shop was over a stable. Odors of manure and the gasoline used in pressing wafted along the narrow passage. He went up the stairs, but didn't knock, since the hiss of the presses drowned out all but the most insistent noise, and entered. It could have been any one of the hundreds of sweatshops Scheiker had visited over the past six months. The workers, almost all of them immigrants, were half-naked in the heat. They bent over their machines, working grimly.

VENTILATION was bad, and there was only one toilet for the 50 or 60 workmen. The floor was strewn with scraps of fabric, and refuse from many hastily eaten lunches. Scheiker picked his way over to the other side of the room where the foreman was standing.

"Hullo, Berman, how're you? The wife and kids?"

"Scheiker! Good to see you. Missed you since you gave up working for a living. Wife's the same—still nagging. Kids are great, though. You should see my boy Mike."

"Say, Berman, do you think I could just wander around and talk to a few of the men? Promise I won't keep 'em for more than a minute."

"Scheiker, I wish you'd give up this union stuff. But I don't care if you talk around. Don't make no difference to my job, and you won't make no headway here. They're too busy cuttin' cloth to worry about such nonsense."

WHILE HE TALKED, Scheiker was sizing up the place, deciding on his targets. He knew he couldn't push Berman too far: three men at most. If one of those three could be convinced to help start a local, it would be a good morning.

He walked over to a fellow who looked Italian. He tapped him on the shoulder: "Hello, brother, could I chew the fat with you for a couple of minutes?"

The man had fine, intelligent features. His long fingers were feeding the fabric into the machine, always near yet always evading the stabs of the needle.

"Too busy, can't talk." He hardly looked at Scheiker.

"Won't keep you long," the organizer emphasized.

The Italian stopped pushing the treadle and swiveled around on the bench.

"I am Vincent Nardelli."

"Scheiker, Joe Scheiker. Pleased to meet you, Vince."

Nardelli wiped the sweat from his forehead. "Well, Mr. Scheiker, what do you want?" His English was good; he studies at night, Scheiker thought.

"Call me Joe, willya? I come here to talk to you about organizing. We want to make 'em fix up this shop. We think . . . ."

But he was cut off.

"Don't talk to me no more, Mr. Scheiker . . . Joe, I don't want to hear no more, I didn't come to the States of America to organize; I want to make money and live decent. You just cause trouble. Don't work, just cause the trouble for the workers. I send some money back to Italia every week. I'm doing all right. If you a nice fellow, you go away now. I gotta work."

Time was running out. Scheiker throught fast. "Listen, Vince, did you come to America to be made to work like a slave . . .?"

"You listen, Mr. Joe. You a smart-lookin' man. Don't bother me. I don't argue with the bosses and I take home my money. It's all right here; at least I got a job. I got a job and you better leave me alone to do it.

LOST CAUSE for now at least, thought Scheiker. Not allowing his impatience to show, he wished Nardelli luck and moved on.

He walked over to a cutter at the opposite end of the room. The workers seemed oblivious of his presence. Not one looked up. The man wielding a large pair of shears along the edge of the pattern was about Scheiker's own age.

"Hello, brother. Name's Joe Scheiker. Mind if we talk a minute?" Scheiker received a grin:

"Sure, we talk. Can't cut all day without a break. I'm Harry Corbett."

Encouraged by the man's friendliness, Scheiker did not beat about the bush: "Harry, I'm here to convince a few of the fellows to start organizing. I got plans for a meeting next Monday."

The smile left Corbett's face. He looked anxiously at the piece of cloth he had been cutting. Scheiker's optimism vanished but he went on.

"There's no reason to work in filth for 12 measly . . . ."

"Scheiker, I know who joins up! I don't want no part of them." Corbett's hands moved nervously on the table; he would not look at the organizer's face. Corbett continued, speaking with agitation:

"Listen, I been to one of your meetings. Me and them just don't get on. Jake Okenser, who used to work here, joined up; so did Jerry Adams. They're no-goods. Don't wanta work. Always complaining. They're not my sort and I don't want nothing to do with 'em.

"Harry, wouldn't you like to change things? Be able to buy the wife a new dress? Have more time with the kids?"

"Nope . . . not if it means joining with you guys. Count me out, Scheiker."

CORBETT turned to his shears. Scheiker knew better than to talk to a man's back. He went over to a bulky, blond fellow who was pressing, Again he gave his name and the invitation to talk. The presser, whose name was Jonathan Hart, left his hissing iron and

came to stand by the window with Scheiker. Together they stared out at the alley for a few minutes. Hart spoke first: "I know what you want, Scheiker. The word's been passed around since you came in. I ain't your man, though I'd like to be."

"Well, if your heart's with us, come on and join up. We can beat this thing, but we need men like you."

HART RAN HIS FINGERS through his hair, kicked a scrap of fabric, and looked directly at Scheiker.

"Scheiker . . . all right, Joe, I live in the dirtiest, rottenest tenement house you ever saw. And I been living there for eight years. My wife has to wash clothes in the bathtub . . . hang them out over the railway . . . they come in blacker than when they went out. Well, I got a change to get out, see. There's a little place in Brooklyn. It's even got a back yard. Patch of ground/ you know, for vegetables—big, fat, red tomatoes. The kids—I got three—they'll be able to run around, breathe something besides soot." He bit at his lower lip.

"Now I think the system's rotten. I know the workers are gettin' a raw deal. But I ain't gonna risk that little house. We had a feller here—Lieber was his name—who joined up. Got real active. One week he circ'lated a petition, tryin' to get a new john. Well he was laid off. real quick. Nope, I can't take the chance. You got any kids, Joe? You ain't? See, well that's a big difference. You can live dangerously. Me, no. I want that plot of ground . . . grow something instead of making cheap clothes for other people to wear out. Listen, Joe, it's been nice talking, but I ain't your man . . . ."

SCHEIKER walked out along the alleyway. Even the sun's rays seemed to become soiled as they filtered down between the buildings. He was too tired to swear under his breath, but he was angry. When would they learn? Organizing was the answer—the only answer. Otherwise the sweatshops would endure forever.

Soon his spirits lifted. The day seemed fresher now that he had left the alley. Another shop to visit that afternoon.

Suggested Activities

1. Show and discuss the film The Inheritance. Film may be borrowed from the Amalgamated Clothing Workers of America — KI 5-3900.

   a. The film portrays instances of cooperation and conflict in the American Labor movement. Have the students cite examples of the above themes and examine them as they apply to:

      (1) Labor's role in the Spanish-American War

         (a) Student Dramatization
         (b) Assign roles to volunteers first and to others by rotation
         (c) Ask pupils to answer the questions following the dramatization

— CONTROVERSIAL ISSUES —

Ann: Mr. Chairman and members of the Executive Board, I come before you as a member of our local, to propose an item for the agenda of our next membership meeting. It is that our local start a campaign for the right of Puerto Rico, Guam, and the Virgin Islands to be independent, and for the U.S. to give up all claims regarding Guantanamo Bay in Cuba.

Chairman: Does any member of the Executive Board wish to move the addition of this item to the agenda of our next membership meeting?

Kate (an EB member): For the sake of open discussion, I so move.

Irv (an EB member): For the same reason, I second the motion.

Ann: I thank the members of the Board for acting to permit debate here, now, on this matter of procedure. I do not want to take much of your time. I'll summarize, if I may, my reasons for this proposal: the 4 nations mentioned were victims of U.S. imperialism, and it is high time that the workers of this land show their opposition to their own imperialists. The people of those islands did not ask for U.S. rule. Some of those islands were taken from Spain as spoils of war, that's all, and when the U.S. bought the Virgin Islands from Denmark, the inhabitants were given no choice. The U.S. forced Cuba to lease the bay for a naval base, as a condition for removing the U.S. Army from Cuba. None of these were fair actions. Let us try to undo the old wrongs. Let us not say someone else should start it. If we agree that the U.S. was wrong in these cases, let's start a movement to right the wrong. Thank you.

Art (an EB member): We'll be called unpatriotic for even talking about it.

Jack (an EB member): Every striker has been called that. Should that stop strikes? If we agree to put this on the agenda, we can at the same time recommend its adoption, or its rejection, or make no recommendation.

Mae (an EB member): Carl Schurz said when our country is wrong it should be set right, and this is one way to do it. I think it would be patriotic to adopt the policy proposed in this resolution.

Ray (an EB member): It will split our union on a question that has no importance for us as a union.

Ken (an EB member): All the time we hear that good unionists are good citizens, that they urge people to register and vote, and help the United Fund, and so on, but there are times when good citizenship requires taking a bold stand on a matter of principle, and I hope no unionist or any U.S. citizen will say that the right to independence is of no importance. I say the members should have this on the agenda at their next meeting, so they can debate it and vote as they please.

Betty (an EB member): What does Guantanamo Bay have to do with me or the workers I represent?

Milt (an EB member): My son, in the Navy, is stationed there now, so don't tell me that it has nothing to do with me.

Ben (an EB member): I know many Puerto Ricans in our union and in my neighborhood who say the people on the island want the right to decide the matter of independence. That doesn't mean they'd vote for it — they just want the right to decide. We should help them get that right, or our talk about favoring democracy is hypocrisy.

Ken (an EB member): I move that the question be called . . .

(d) Questions for discussion:

(i) What is procedure?

(ii) What is imperialism?

(iii) What are the spoils of war?

(iv) How do you distinguish between what is patriotic and what is unpatriotic?

(v) Who was Carl Schurz?

(vi) What is meant by principle?

(2) Labor's role in World War I

(3) Railroad Strike of 1877

(4) Anthracite Coal Strike of 1902

(5) Relationship between and among different ethnic and racial groups in a particular union

2. Survey the class to determine how many students have parents or grandparents who work in industry. If possible, have one or two of the parents or grandparents come in to speak to the class concerning conditions at their place of employment. Compare the conditions today with the conditions described in the film. What changes have taken place? Why have these changes occurred?

3. Arrange a tour of an industrial plant in the City of Philadelphia. Have the students record and discuss their impressions.

LESSON #6

THEME: UNIONS AND CHANGE

Objective

Students as a result of this lesson will recognize the need for non-violent means to resolve labor-management conflict and elaborate non-violent alternatives.

Background

This lesson is a case study which demonstrates a violent confrontation between labor and management in an era when collective bargaining was not part of the fabric of labor-management relations. This kind of confrontation helped change the tenor of labor-management relationships.

Instructional Strategies

1. Have students read the following paragraphs:

THE RESULT was chaos. On July 5, the day after the Army reached Chicago, violence was more serious than before. The next day it reached its peak when incendiaries ignited railroad cars with torches and waste taken from axle boxes. Fanned by breezes, the flames swept through row upon row of cars tightly packed in the outlying yards, to which fire hoses often could not reach. In the evening a mob of about 6,000 people pillaged the Panhandle yards in South Chicago, destroying 700 cars. Total damage in that one day was $340,000, although on no other day was it more than $4,000.

On July 7 another crowd of several thousand gathered on Loomis Street, where federal troops were guarding a train being moved by non-union men. As the onlookers showered the guards with abuse and stones, ignoring the troop commander's warning to disperse, the troops loaded their rifles. This gesture only incited more showers of stones.

Page 45 of The Rise of Organized Labor AEP Series

Immediately the commander ordered a bayonet charge; several persons fell to to the ground bleeding heavily. Then the mob regrouped and tipped over a flatcar. With four soldiers badly wounded and no reinforcements in sight, the commander ordered his men to fire at will. They continued shooting until the mob had fled; 20 people were wounded and four killed.

a. Without any introduction or background information by the teacher, have students write a descriptive paragraph in which they attempt to indicate what prior events brought forth the violence described in the quoted account.

b. Teacher will collect the student paragraphs and file them for later use.

c. Divide the class into 3 committees—the first representing the mob; the second, the federal troops; the third, the non-union men moving the trains.

Have students read pp. 40–46 The Rise of Organized Labor AEP series. After reading the article, ask each group to justify its actions as recounted in the paragraphs on the preceding page.

d. Record the reasons given to justify the use of violence.

Suggested Activities

1. Apply the reasons given in 1d to an outbreak of labor-management violence in the United States in the last 5 years. Are the reasons valid today? Were they valid in 1894? Why? Why not?

2. Using the paragraphs written at the beginning of the lesson, discuss the accuracy of student perceptions in determining the reasons for the violence in the Pullman Strike of 1894.

3. Student Dramatizations

a. Assign roles to volunteers first and to others by rotation.

b. Ask pupils to answer the questions following each dramatization.

— STRIKEBREAKERS, AFTER A STRIKE —

Carol: Now that we've won the strike and gone back to work -

Jean: What do you mean, "we've won the strike" . . . ?

Carol: Do you think that because we didn't win all of our demands the strike was a defeat for us? Listen, a basic issue in every strike is one that is never in the demands or in the contract, but it is between the lines — that is the continued existence and strengthening of the union. If it comes through the test without being weakened, that is a clear victory. If it is a stronger, more experienced, battle-hardened outfit, that's moving ahead, isn't it?

Jean: I see that clearly enough, now. Thanks.

Carol: As I was saying, now that we've won the strike and gone back to work, there's a problem that needs careful attention . . .

Jean: You mean the scabs?

Carol: Right you are.

Jean: Catch me talking to any of them. I wouldn't give them the time of day, after what they did — coming in for work and pay while we were hitting the bricks in all kinds of weather. And to think that they get all the benefits in the contract, too.

Carol: I know exactly how you feel, but hear me out.

Jean: Oh, now you'll say, "forgive and forget" and all that hogwash. Not me. They tried to take my job away. Why should I "fraternize" with scabs?

Carol: What you have to consider is what is best for you, in the long run, not just what makes you feel good now.

Jean: You intend to tell me to look at it from the standpoint of the organization, and not just my personal resentment?

Carol: You've read my mind, perfectly. Now give me a chance to spell it out, briefly. I know how you feel about strikebreakers or scabs, because I feel the same way. There's a famous piece of writing, said to be by Jack London, but, while it enables the reader to blow off steam, it really doesn't help the union much. It is doubtful that it will make any unionist more angry at the scabs, and it surely won't improve the thinking of any scab. When you boil it down, it is merely name-calling, and no scab is changed by that, even during a strike, and certainly after it.

Jean: Please get to the point. I don't see you having lunch with them.

Carol: Sure not, this week or next. But let's face it, we've got to do something to change them. Of course, if our union had been strong enough we would have had them fired as a condition of returning to work. But, on the other hand, if our union had been strong enough, not only wouldn't there have been any strikebreakers — there wouldn't have been a strike — we would have won an improved contract without any loss of work and pay — but the facts can't be avoided — we weren't strong enough, and the scabs are still with us. If I talked to them now as though nothing had happened, they would consider it as my surrender to them, my admission that they were right. So I won't give them that satisfaction. For about two weeks (there is no set rule in such things) I'll shun them, boycott them, look "through" them or look the other way. And then, arbitrarily, I'll start talking with them. That way, they'll see that I'm angry at them, I haven't forgiven or forgotten their offense, but I intend to try to change their thinking, so as to change things for the better for the union members. Maybe it won't work, but, nothing ventured, nothing gained. Maybe some of them will come around to our view. There is no specific formula that fits them all — each case is somewhat different from the others.

Jean: I'm with you, and I'll give it a try. Let's talk over our experiences and methods. Incidentally, did you hear of the two young scabs at the other plant? They had no real understanding of unions or strikes, and they went through the line the first day, but stayed home the next day, and on the third day both were on the picket line!

Carol: That's a classic, a beaut. It goes to show you . . .

c. Questions for discussion:

(1) What is a scab?

(2) What is meant by "hitting the bricks"?

(3) What reasons might a person have for crossing a picket line?

(4) How do you feel about crossing picket lines?

— PICKETING —

a. Directions are same as above.

Len: I had bad luck today, all on account of a union.

Pat: What do you mean?

Len: I found that one of my tires is in bad shape — one that came new with the car — and the manufacturer has just one store in the city that gives credit on a replacement in such cases. So I drove up — and there's a picket line. The sales clerks and stock clerks had just gone on strike.

Pat: You talk as though they did it on purpose because they knew you were coming.

Len: No, I didn't mean it that way — that's ridiculous — but now I'm taking a chance, driving without a spare, until the strike is over.

Pat: I'm glad you honored the picket line instead of driving right through it.

Len: Of course, they couldn't have stopped me if I had wanted to disregard their line, but in spite of the inconvenience and frustration, I wouldn't feel right about it.

Pat: I wish everybody felt that way.

Len: It reminded me of the first time I pulled picket duty. Everything went smoothly, but there are still some questions I never even bothered to ask, somehow. Maybe you can straighten me out.

Pat: I'll try. Go ahead.

Len: Why aren't the picket lines really heavy, with every striker on the line at one time, shoulder to shoulder, 3 or 4 abreast, in close order, so no one would dare to go through?

Pat: That's called mass picketing, and it was very effective in keeping out strikebreakers, deliveries, or customers, and in proving, so all could see, how solidly the workers supported their union. But the courts have ruled it illegal, just like the sit-down strike, where the strikers occupied the plant.

Len: Do you think that is permanent?

Pat: As the saying goes, nothing is constant but change. Nevertheless, mass picket lines will probably not be seen again in this country unless two things happen at the same time.

Len: Which are . . . ?

Pat: One — a change in the political climate (including the attitude of the judges) more favorable to organized labor, and, two — willingness of a union to test the constitutionality of the outlawing of mass picketing, by trying it in order to be able to fight it out in the courts again with some hope of success.

Len: You mean there couldn't be a law?

Pat: You may be on the right track there. If labor were strong enough politically, laws could be passed improving labor's position, including a law protecting the right to have mass picket lines.

Len: That would be far more effective than the token picketing we use nowadays. All that does is make a moral appeal, to shame or disgrace anyone who would go through the line of two pickets or so at a plant entrance. The trouble is, some people have little or no sense of morality, and see nothing wrong in endangering the effort of their fellow workers to better the lot of all of them. Such people might be properly influenced by a mass picket line. If they don't understand decency, they still understand danger, or at least the foolishness of trying to get through a mass picket line.

Pat: But let's be practical. It may be a long time before mass picketing is legal again, and in the meantime strikes have to be won, they can be won, and they are being won, with two pickets at a time at each entrance, not to block entry physically but to inform the public as well as possibly "uninformed" strikebreakers as to what's happening and why. We have to make do with what we have, and that means convincing the membership of the importance of manning the picket line.

Len: Some are scared. Some think it's undignified, unladylike, and so on.

Pat: You have to show them it's the most dignified thing in the world to stand up for your rights and your fellow-workers' rights, quietly, peacefully, and publicly. Help them "get their feet wet;" it's got to be done. The liberation of the worker is the task of the worker himself — he who would be free, himself must strike the blow.

b. Questions for discussion:

(1) How does a picket feel, the first time, and later?

(2) What are the pros and cons of mass picketing?

(3) Why does picket-line discipline require silence?

(4) What are your reactions to picket lines?

LESSON #7

THEME: UNION MEMBERSHIP

Objective

As result of this lesson, students will be able to give several reasons why people join unions.

Instructional Strategies

1. Ask members of the class to list groups to which they belong and the needs that such group membership fulfills.

Examples:

a. Need for skill development and companionship - scouts.

b. Need to feel secure - fraternity, sorority, gang, social club.

c. Need to help self and others - OIC, church and synagogue groups.

2. Ask the students to interview their parents, grandparents, or a neighbor and to find out some of the groups to which they belong.

3. Compare the group affiliation of the students as opposed to the group affiliation of the people interviewed. Check the number of adults who belong to unions. Also inquire if any students in class belong to a union. (In senior high school, particularly in the 12th grade, some students are members of a union.)

4. If some students are union members, ask them why they joined. Usually, the student replies that he/she had to join. Explore and debate the concept of the union shop.

Suggested Activities

1. Discuss some or all of the following reasons why people join a union:

Increased Standards-of-Living: Better wages, hours, vacations, paid holidays, overtime pay, pension and welfare plans - these are a few of the economic gains that attract workers to unions.

Protection from Management: Workers join to get protection against arbitrary actions that affect their jobs. With growth of big industries workers could no longer take complaints personally to the top brass. Through a union, the worker could get a hearing. Alone, he often got pushed around.

Job Security: Workers want to know where they stand. Seniority rules give workers a simple formula by which they can see where they stand in relation to others when layoffs and demotions come. They get a feeling they won't be lost in the shuffle. Some labor historians say this control over the job is the main thing workers expect from unions.

Better Working Conditions: With a union the worker can get action through the contract and the grievance procedure on such things as changes in work requirements, apprenticeship rules, safety and health, rest periods, etc. He doesn't have to rely on the good will or whim of the higher-ups.

A Voice in Laying Down the Rules: Employers often speak of their "right to run their business their own way." Unions challenge this idea. Unions say workers have a right to participate in decisions that affect them in their working lives. Through their union representatives they have a say about how things are to be run.

A Sense of Belonging: A New Status: Personal Friendship: A feeling of fellowship and and support - a sense of group security - is what some workers want from unionism.

A Chance for Leadership and Recognition and Self-Improvement: Many workers see the union as a chance to express their leadership abilities - a way to get ahead. Some unions also offer educational advantages.

Compulsion (coercion): (1) Social pressure - join union because George does or because of the "isolation treatment;" (2) Contract says must join - union shop or (3) Physical - threats, etc.

a. What are some of the reasons why people object to joining a union?

2. Review the underlined words in the materials in Suggested Activity #1 to insure student comprehension.

3. Show and discuss the film I Am Somebody (Available from Hospital Workers of America, Local 1199, 1315 Race Street, LO 4-5325)

a. Why were the hospital workers anxious to unionize?

b. What obstacles did they have to overcome?

c. How do you feel about the film?

4. Some labor union historians say that control over the job is the primary thing that workers want from the union. What is meant by the phrase "control over the job"?

a. Blindfold a student. Have another student hide an object (board, eraser, book, etc.). Ask the student who is blindfolded to find the object in a two-minute time period. After two minutes have elapsed, remove the student's blindfold. Ask the student if he/she felt in control of his environment? If so, why? If not, why not? Relate this activity to the phrase control over the job.

5. Student Dramatizations

a. Assign roles to volunteers first and to others by rotation.

b. Ask pupils to answer the questions following each dramatization.

— JURISDICTIONAL DISPUTES —

Al: You union people are a bunch of fakers.

Bill: What are you talking about?

Al: You're hypocrites, preaching unity but practicing division. Why don't you practice what you preach?

Bill: Again, what are you talking about?

Al: Bill, you know me, you know my job, you know I'm a member of the union of my trade. But suppose I moved to the other coast — would my union card mean a thing there? You know it wouldn't, because there's a different union there, in the same trade. And that's true in several cases. Many workers who change jobs, from one factory to another, find that there's a different union there — not just a different local in the same international union — I mean a totally different international, although the industry and the job are the same, and the international may be affiliated to the same national center. Does that make sense to you?

Bill: Of course it doesn't, in one way, but it does in another. There are many cases along the same line. For an example, when there is an election held by the National Labor Relations Board so that the workers can pick, by majority vote, the union they want to represent them, why should there be two or more real unions on the ballot, competing with each other? It's very sad.

Al: That's why I call this unity talk a lot of rubbish. Why did you say that competition between genuine, bona fide unions makes some sense?

Bill: People often tend to resist change, partly because of a feeling of security in situations to which they have become accustomed, partly because they fear the uncertainty of the new and unknown. So, if a union is formed, it develops a momentum of its own, it tries to protect itself, its paid officers try to protect their jobs by protecting their union from rival unions, which developed through the "accidents of history." Sometimes the rival unions merge, sometimes unions split, and there are always differing views as to which is best for the members in a particular situation.

Al: As I said, there are labor-fakers who pretend they're for the workers in order to feather their own nests.

Bill: Of course such people exist, and should be rooted out, but proof is sometimes hard to get, and you can't measure sincerity. But that's not the main thing, as I see it.

Al: Main thing of what?

Bill: The main obstacle to unity in the labor movement is the apathy or indifference of the membership.

Al: Why can't the leadership stop this jurisdictional dispute thing immediately?

Bill: It's not easy, for the reasons of selfish interest I already talked about. The main central body of organized labor has a definite procedure for settling such disputes between unions, written into its constitution, but in the last analysis the losing union can disaffiliate — stop paying dues to the national center. So the power to compel unity is still limited.

Al: So how can unity be reached, to end the fighting in the house of labor?

Bill: As in most things, it depends on the active interest of the rank and file members of all the unions concerned.

c. Questions for discussion:

(1) What is a hypocrite?

(2) What is a union card?

(3) What is an international union?

(4) What nations are involved in our international unions?

(5) Name some national central bodies in the labor movement.

(6) What is apathy?

(7) What is jurisdiction?

(8) What is a jurisdictional dispute?

(9) What is affiliation?

(10) What is disaffiliation?

a. Directions are same as above.

Bert: Hey, Fran, since you're the shop steward, you ought to be aware of this problem and try to get us the answer.

Fran: Sure, Bert, since you're a member of the shop committee it's part of your responsibility to bring up any problems that come to your attention. What's up now?

Bert: The free rider problem — those few kooks, lame-brains, or spongers who won't join the union.

Fran: I know about them — about 5% of the working force — so what's the problem — are they causing trouble?

Bert: Well, it's this way. Some of the union members, whom I thought were solid, are squawking because the free riders pay no dues but get all the benefits of the contract that our dues helped to get. They don't think it is fair . . .

Fran: Bert, tell them, first, that it is standard union practice, everywhere, based on experience, that the contract covers every worker in the bargaining unit, equally. That means the union represents all workers in the departments or jobs that were involved in the collective bargaining election we won several years ago. Second, we are not working for a private employer, our boss is a government agency, and the law is clear on this point: no worker can be required or forbidden to join any organization as a condition of employment (except for practices in effect before the place of employment became a government agency). Third, if the non-union people were not protected equally by the contract, that group would become favorites of the employer in many ways, and that would harm the rest. Fourth, there are a number of ways that the union members can use in trying to solve this problem — different methods may work on different people. But one thing is sure — if any member says he won't pay dues because the free riders don't, he is playing the game of the union's enemies. If such an idea were put into practice on a wide scale, there would no union, no contract, no benefits, no protection — who would gain from that?

Bert: I get it — those who are so vocal about the free riders should direct their energy in that direction, not at us, the leadership. We have tried, and we will try, to recruit everyone we represent, but we won't do it all ourselves, and we have more important duties than that. The point is, don't let the free rider thing be used to weaken the union.

Fran: Our state law forbids the union shop or agency shop in public employment such as ours.

Bert: Can't the law be changed?

Fran: Sure, either way, and that means danger. Those who are in the best position to know say that the present law on labor's rights is not perfect, but, considering the present state legislature, any effort to change the law will make it worse. If we had a more pro-labor legislature, the law might be improved, but that seems out of the question just now.

b. Questions for discussion:

(1) Why is a free rider so called?

(2) Imagine that you were a free rider:
What defense would you give for such an attitude?

(3) Now take the other side; try to recruit a free rider into the union.

(4) In what ways would the union members suffer if non-members were not covered by the contract or represented by the union?

— SLATE VOTING —

a. Directions are same as above.

Bob: What are you going to do about our local union elections?

Sid: They turn me off because of the slate voting — most of those on the slates will be voted on simply because they're on the slate of one faction.

Bob: So what? If you have confidence in the leader, whether he is in office or in opposition, shouldn't that confidence extend to his or her judgment in selecting a list or slate to be voted on as a group?

Sid: Leaders are human and make mistakes. Sometimes a nominee is on a slate for reasons other than just ability. He may have been the only one running for that job a few years ago, and his apparent loyalty to the leader (always voting "right") is rewarded by the leader's support for his re-election. His opponent for that job might be far more fit for it. I vote for individuals, not slates.

Bob: Of course, no one has to vote for a slate, everyone has three choices — vote for a slate by one X-mark on the ballot, or vote for individuals regardless of slates, or don't vote at all. The invidual has little chance against a slate, for two reasons: the slate has more appeal to voters than most individuals on it have separately, and the expense and practical difficulty of effective publicity are too great for the individual to handle. Therefore individuals, who are serious about getting elected, join a slate.

Sid: Of course, the easiness of slate voting makes it very attractive to those in office and those who want to get in, but it has resulted in some facelessness — the members don't know most of the executive group, or the delegates to the central labor council and the state and national conventions.

Bob: That's another reason for the slate method. In a very large union, most members cannot attend general membership meetings because no hall is big enough. Also, in a big meeting, how much can you learn about most of the candidates and nominees?

Sid: They can submit brief biographies with the ballots, and circulate campaign literature.

Bob: Nonsense — the individuals on a slate don't matter — (Who cares about their schooling or job records?) — it's the campaign platform that counts. Those in office run on the record of the administration, while the "outs" find fault and sometimes stress issues ignored by the "ins."

Sid: What you're saying seems to be that in a large union the member is in a bind. The size of the union puts most of the leaders sort of in the shadows, while the top leaders get the attention. Therefore slates, in spite of their faults, seem to be here to stay. So the members have to choose slates on the basis of performance and policies on problems, in particular or in general.

Bob: But look — why must the winner take all? Suppose one third of the votes cast were for an opposition slate — shouldn't that slate have one third of the delegates to a convention, for example? Wouldn't that be a more accurate expression or reflection of the interested membership's feelings? Besides, if that system were used, wouldn't that cause more members to vote?

Sid: I see your point about more members voting. If the outcome seemed less "cut and dried," more members supporting any slate would see the practical importance of voting, but I see a problem. All delegates to a convention are equal, members of a local's executive are not equal. Some are officers, some represent particular groups of members in relation to place or kind of job, and some are members at large.

Bob: Wouldn't it be fair to have the members at large in the executive body be elastic in numbers? I mean, for example, if slate B won 1/4 of the total vote, and slate C won 1/10 of the total vote, then there would be enough member-at-large places on the executive body for each minority slate to have those places in proportion to its popular voting strength, so that slate B would have 1/4 of the executive body seats, and slate C 1/10.

Sid: What could members of minority slates do on the executive body?

Bob: They could take advantage of splits in the majority slate, and they could use their voting records as talking points for the slate in the next election.

Sid: Isn't that like the old proportional representation plan?

Bob: In a sense, it is.

Sid: It takes a lot more work in counting ballots.

Bob: So what? If it's more democratic, that's enough to justify it.

Sid: But wasn't there a lot more to proportional representation, with preferential voting and so on?

Bob: That's another ball game. There are city councils, for example, with seats reserved for the minority party, by ballots enabling voters in the majority party to choose most, but not all, of the council members. That is called a limited ballot. If it works in city councils, why should it not be tried in our union?

b. Questions for discussion:

(1) What is slate voting?

(2) What is a slate in voting?

(3) What is facelessness?

(4) What is an executive body?

(5) What is a biography, and why is it used in elections?

(6) What is a campaign platform?

(7) What are the "ins" and "outs" of politics?

(8) What is an administration?

(9) What are issues?

(10) What is "the opposition"?

(11) What is meant by "cut and dried"?

(12) What does elastic mean?

(13) What is a minority?

(14) What does democratic mean?

(15) What is proportional representation?

(16) What is preferential voting?

(17) What is a limited ballot and why is it used?

— THE OPEN SHOP — OLD AND NEW —

a. Directions are same as above.

Gert: So she says to me, "I don't have to join any union, in this shop, because it's not a union shop, and the closed shop is illegal." What am I supposed to say to that?

Herb: Unfortunately, she's right as to facts. We have an open shop, here.

Gert: I'm not sure I understand. My dad was a good union man, and I remember him talking bitterly against the open shop.

Herb: My mother used to be an active unionist, and I heard that from her, too, but times have changed. The open shop nowadays is not exactly what our parents were complaining about. Thirty or forty years ago, the open shop meant simply the opposite of a closed shop. A closed shop was closed to non-union workers, and an open shop was open to non-union workers. But there was more meaning to the expressions than those few words give. In a closed shop the hiring was done through the union, and collective bargaining was, of course, well established. In an open shop, not only was there no requirement of union membership, and no collective bargaining, but it would cost a worker his job if he were known to be union-minded. Of course, the company would say it didn't care what its

employees thought or joined, but that all problems would be handled individually . . . In practice, those suspected of being union-minded would be fired for any minor infraction, real or imagined.

Gert: But that doesn't happen now — how come?

Herb: The political power of organized labor has gotten laws made to protect the workers' right to organize, so there is a new type of open shop. Union-minded workers are less likely to be hounded, discriminated against, or given the sack on false or flimsy charges. They can wear union buttons. They can give out union literature, they can talk union when not on duty, and sign up members; not only that, they can get collective bargaining rights through an election, and even get a contract, but —

Gert: But what? Let me think — Oh, I know, the contract can't require union membership at any time. That's what keeps the open shop tag on the thing.

Herb: I'm sure you'll agree that the new style of open shop is more livable than the one your dad and my ma knew. This kind of open shop is found only in government employment, where the closed shop is not legal.

Gert: There are exceptions — when the airport changed from private to public ownership, the law that made the switchover said all labor relations contract terms remained unchanged, so the union shop was kept.

Herb: That's still rare. In most cases it's up to people like you and me to convince the laggards in an open shop to join the union. That improves their lives and guards their interests.

* * *

b. Questions for discussion:

(1) Describe the old open shop.

(2) Describe the new open shop.

(3) Describe the closed shop.

(4) Describe the union shop.

LESSON #8

THEME: COLLECTIVE BARGAINING

Objective

As a result of this lesson, the student will gain an understanding of the concept of "collective bargaining" and be able to list some general goals of both labor and management as they participate in the collective bargaining process.

Instructional Strategies

1. Have students review the Joe Schieker case study. (See pages 28, 29, and 30).

   a. Define the term collective bargaining:

      Collective Bargaining

      The right of workers to organize together by joining unions and to make agreements with their employers through chosen representatives. This right was set forth in the Wagner Act of 1935. Under this act the National Labor Relations Board was given the power to enforce rulings which guaranteed the right of collective bargaining. The written labor-management agreement is the fundamental goal under a collective bargaining relationship.

   b. Discuss the following questions with the class:

      (1) Would Joe Scheiker's responsibilities have changed in any way had collective bargaining rights been established at the time he worked as a labor-union organizer. If so, how? If not, why not?

      (2) How did the establishment of collective bargaining rights alter the relationship between labor and management?

2. Divide the class into 2 groups, one representing labor; the other representing management. Ask each group to prepare a list of general objectives that they would hope to achieve as a result of the collective bargaining process. Compare and contrast the two lists.

Suggested Activities

1. Have each student read the following selections:

In Collective Bargaining the Union Wants:

a. To protect its strength as an organization
   Security and promotion of the union - more members, stronger treasury, increased prestige as the go-between of management and the workers.
   Control over jobs - limit power of employer to hire, fire, promote, demote, transfer, discipline, etc., prevent discrimination against active unionists, super-seniority for union leaders.

b. To protect and promote interests of its members
   "More" wages, security, leisure.
   Control over jobs - seniority rights, apprenticeship rules, a voice in setting work standards.
   Grievance machinery.
   Promotion of broad economic and social goals - eliminate depressions and poverty, keep up purchasing power, stop discrimination due to race, creed or color.

c. Special aims of union officers
   Increased respect for workers and the community.
   Chance to lead in interesting union activities.
   Educational development.
   Break in monotony of factory work.
   Money.

In Collective Bargaining Management Wants:

a. To avoid giving away "rights" (managerial functions) to the union - freedom to assign work, fix standards; freedom to use machinery, plant and property the way management sees fit; freedom to discipline workers; freedom to pick men for promotion according to company's view of their ability; freedom to fix sales and price policy.

b. To avoid loss of personal prestige with employees, stockholders, customers, the management group and the community.
   To avoid bankruptcy.
   To avoid strikes, slowdowns, etc. Any interference with production.

c. The employer wants to gain
   Economic stability and profits - more production per worker per hour, less waste of material, etc.
   Business-like relations with the union - consideration for company's needs and problems in arriving at bargains, strict adherence to agreements.
   Use of the union as a channel of communication with workers - have the employees down the line understand company policy, learn the real thinking of employees so they can plan policy better.
   Promotion of broad economic and social goals - defense and promotion of the private enterprise system, philosophy of "individualism."

a. Review the following terms from the reading selections:

apprenticeship	monotony
bankruptcy	prestige
demote	private enterprise
discrimination	security
individualism	seniority
leisure	standards

stockholders

2. Explore some or all of the following questions with the class.

a. How do the lists compiled by the students as part of Instructional Strategy #2 compare with those given above.

b. Are there winners and losers in the collective bargaining process? Why? Why not?

c. How do wage-price guidelines, industrial growth, inflation, and foreign competition affect the bargaining positions of labor and management?

d. How do public opinion and the communications media affect the collective bargaining process?

e. What alternatives are available when the collective bargaining process breaks down? (Review the arbitration, mediation, and conciliation processes and the right to strike.)

f. What is the role of government, if any, in the collective bargaining process?

3. Have several committees research the 4-day-work-week issue. How does labor view this issue? How does management view this issue? Do their viewpoints change depending upon the particular industry or work situation? Would the four-day-work-week be a negotiable item? Why? Why not?

4. Ask the class to consider the feasibility of a 4-day-school week. What might be its advantages/disadvantages?

5. Student Dramatization: FAIR ELECTIONS

a. Assign roles to student volunteers first and to others by rotation.

b. Ask pupils to answer the questions following the dramatization and to present examples of related problems known to them.

Chuck: I hear that our union won the collective bargaining election. I guess we'll get a lot of new members from here on out. But already some of the folks are asking tough questions.

Fred: Like what?

Chuck: They ask about leadership, elections, and stuff like that. They say that up to now we had just a few hundred members, but soon we'll have thousands. Shouldn't there be an election of officers so the new members can be fairly represented, by people they nominate and vote for?

Fred: Wait a minute. Our local has elections every two years. We just had one a few months ago. Of course, only those who had their dues paid up could vote, but those who did not join before the election have no fair claim to a new election just because they joined late. Who stopped them from joining before? One has to pay for everything, in one way or another. If they avoided paying dues, they cut themselves out of the right to vote then. Why should we change the rules every time we increase our membership?

Chuck: I told some of them that they should cool down and look things over thoroughly. It wouldn't be fair for the new members to be able to swing the election so as to give leadership to someone who just joined the outfit, would it?

Fred: That's a bit complicated. Let's see. The rules are that you can't run for office unless you were a member for at least one year. But you can vote even if you became a member the day of the election. That gives new members equal say with the old, but limits their choice to those who have been in a year or more.

Chuck: Also I told them that they should get acquainted with the problems, procedures, and personalities in the union before they assume they are qualified to pass judgment by voting and so on.

Fred: You're right, but you know how people vary. Some have been around, in the union, for a long time, but they may notice little, understand even less, and not care at all, while others, who for one reason or another had not joined the union until recently, may be well informed, concerned, and active in its affairs. It's not always fair to generalize.

Chuck: Now that we're a big outfit, or about to be one, there may be more competition for office. What safeguards do you think we need, so as to convince everyone that our elections are completely fair?

Fred: There are two kinds of elections in our union — in the shops and in the local as a whole. Members in each shop elect the shop steward, shop committee, and other shop officers according to the local's constitution and by-laws, but the actual conduct of the election must be in the hands of an election committee, chosen by the old shop committee,

and made up of members who are not candidates. The election committee prepares, distributes and counts the ballots, and posts the results, after explaining procedures to all members.

Chuck: Suppose they have a big disagreement?

Fred: They should call in the business agent of the union then. But let me explain further. At the level of the local union, involving members in many departments or separate buildings, the election procedure is more complicated. Sometimes it is best to pay an outside agency to conduct the election to avoid charges of unfairness. There are many problems to be ironed out — absentee ballots, ballot distribution and collection, identification of voters and secrecy of their ballots, sufficient publicity about times, places, and procedures, explanation about issues to be voted on, propaganda circulation, order of names on the ballot, etc.

Chuck: Who should win — the nominee with more than half or the one with the highest total?

Fred: Hold on — first comes the nomination. The members or the executive, depending on the local's constitution or by-laws, have to say who can run, that is, whether there must be a certain number of signatures on nominating petitions, and so on — there are very many technical details that should not be left to chance, and should be made known to all members well in advance of the deadlines, so that they can act accordingly. Those who propose the rules (usually in the executive) have the advantage of first knowledge, and therefore they should allow enough time for all to act, and thus decrease this automatic advantage as fairly as possible.

Chuck: Let's get back to my question — who wins? If a nominee gets 30% of the vote, while no one gets more, should he win by a plurality? Or should a majority be required to win?

Fred: That must be decided by the membership, directly at a membership meeting or by a referendum ballot in the mail or in the shops, or else the membership leaves it to the executive, the indirect way. The easiest requirement is the plurality, which is used in most elections in the U.S. The winner needs only one vote more than the runner-up, in that method, but many object because when there are three or more nominees, the winner may have less than half the votes cast — no majority.

Chuck: But if a majority is required, that could mean a runoff election between the top two, assuming that there were three or more nominees and no one got a majority in the first voting. Is that fair, to restrict it to the top two? Number Three might beat Number One by a wider margin than Number Two could — isn't that possible?

Fred: Sure, that's possible, but unless you limit the runoff to the top two, you could have an endless series of runoff elections with no results except disgust, apathy, and waste of time, energy and wealth.

c. Questions for discussion:

(1) What is bargaining?

(2) What is collective bargaining?

(3) What other kind of bargaining is there in labor relations?

(4) Compare the two kinds of bargaining.

(5) What is a collective bargaining election?

(6) What is plurality?

(7) What is a referendum?

(8) What is a runner-up?

(9) What is a runoff election?

6. Activities that provide students with the opportunity to engage in the collective bargaining process are given in several of the lessons which follow.

LESSON #9

THEME: THE CONTRACT

Objective

As a result of this lesson students will be able to identify, understand, and formulate a contract.

Instructional Strategies

1. Distribute the following case study to each member of the class:

CASE STUDY

Upon receiving their report cards several students in a social studies class expressed disappointment with their grades. The students requested a meeting with the teacher to discuss their grievances. One of the major grievances was that the students were uncertain as to what was required to get a specific grade. To resolve this difficulty the students and their teacher decided to enter into a written agreement (contract). The only problem was that some of the students didn't know what a contract should include.

2. Ask the students how they would define the term contract.

The teacher will then give the following dictionary definition:

"an agreement between two or more parties enforceable by law for the doing or not doing of some definite thing."

3. With the above definition in mind, students should write a contract by elaborating on the situation described in the case study. Be sure to delineate the rights and responsibilities of both the teacher and student.

4. Have students select the five best contracts.

Ask the following:

a. What are the strengths and weaknesses of the contracts selected?
b. How can this written agreement (contract) be enforced?
c. What alternatives might be available if the teacher or a student feels the contract has been violated?

5. Discuss the value of verbal as opposed to written contracts.

Suggested Activities

1. Invite an attorney to class to review the contracts selected in terms of legal implications, strengths and weaknesses.

2. Tell students that the following are newspaper headlines:

   a. Jacqueline Kennedy Weds Aristotle Onassis
   b. Vida Blue Will Not Pitch for A's
   c. Nixon Visits Red China
   d. School District to Build $10,000,000 High School
   e. Israeli-Arab Border Dispute Flares
   f. Teachers Threaten Walk-Out
   g. Cement Mixers Say No
   h. Councilman Shifty Denies Verbal Agreement

Ask how contracts may or may relate to the headlines above.

3. Discuss broad areas in which contracts may play a dominant role: e.g. business, labor-management, marriage, government, international agreements, professional sports.

LESSON #10

THEME: THE CONTRACT

Objective

As a result of this lesson, students will identify and compare examples of compromise by examining excerpts from three kinds of contracts: Husband-Wife; Board of Education-Teacher; Management-Industrial Union.

Background Information

With the advent of Women's Liberation, some husbands and wives have entered into written agreements which specifically outline the duties of each spouse. This lesson includes parts of such an agreement (contract) as an "interest grabber" together with excerpts from labor-management contracts.

Instructional Strategies

1. Reproduce and distribute the following excerpts from 3 different agreements (contracts). Have students read the material distributed.

2. Discussion questions:

   a. Which of the agreements (contracts) has the most meaning for you? Why?

   b. Which one of the 3 agreements (contracts) do you feel would be of interest to your parents?

   c. What conditions may have given rise to the agreement (contract) provisions?

   d. What is a compromise? Can you cite specific examples of compromise in each of the three agreements (contracts)?

   e. What might have happened if a compromise could not have been achieved in the examples cited?

   f. Are the three agreements (contracts) readily enforceable? Why? Why not?

Suggested Activities

1. Speakers and films are available from the following unions which discuss the nature and scope of their respective agreements:

a. Human Resources Development Institute, AFL-CIO
1512 Walnut Street, Philadelphia, Pa. 19102
PE 5-9039

b. Pennsylvania State University
Department of Labor Studies, Berks Center
Reading, Pa.
215-375-4211

c. Philadelphia AFL-CIO Council
Broad and Vine Streets, Philadelphia, Pa. 19107
LO 8-7791

d. Philadelphia CIO Council
1321 Arch Street, Philadelphia, Pa. 19107
LO 3-5441

e. Philadelphia Federation of Teachers
1930 Chestnut Street, Philadelphia, Pa. 19103
LO 8-2113

f. Teamsters Joint Council #53
11th and Chew Streets, Philadelphia, Pa. 19141

g. United Auto Workers
3364 Susquehanna Road
Dresher, Penna. 19025
643-3815

h. Association for the Advancement of Labor Education
3364 Susquehanna Road
Dresher, Penna. 19025

i. International Union of Electrical, Radio, and Machine Workers
1321 Arch Street
Philadelphia, Pa.
LO 7-6303

2. Invite a speaker from the National Organization of Women, JE 3-7474, to discuss the provisions of the husband-wife agreement.

HUSBAND-WIFE

Article I - Housework

Section 1.1

Cooking: Whoever invites guests does shopping, cooking and dishes.

Section 1.2

Shopping: Generally wife does daily food shopping, husband does special shopping.

Section 1.3

Laundry: Wife does home laundry, husband picks up cleaning. She strips beds, he remakes them.

Article II - Children

Section 2.1

Mornings: Waking children; getting out clothes, notes, homework, money, bus passes, books; brushing their hair; giving them breakfast (making coffee for us). Every other week each parent does all.

Section 2.2

Helping with homework etc. wife does between 3 and 6 p.m. After six husband does Tuesday, Thursday and Sunday. Other days wife does except Friday which is free for whoever has done extra work.

Section 2.3

Baby sitters must be called by the parent the sitter is to replace. No

BOARD OF EDUCATION-FEDERATION

Article XIII-Class Size*

1. The Board and the Federation recognize the desirability of reducing class size through both control of pupil-teacher ratio and maximum class size.

2a. The Board of Education has established goals of a maximum class size by September 1, 1970, of 30 in elementary schools and 25 in secondary schools. As a first step towards these goals, the Board has already placed a maximum class limitation of 30 in classes in the elementary school Education Improvement Program. The Board has begun the reduction of the pupil-teacher ratio in all schools. Specialist teachers, remedial teachers and administrative assistants are no longer counted in the pupil-teacher ratio.

2b. During the 1970-71 school year the maximum class size in the regular classes of elementary schools, junior high schools, senior high schools and in the academic classes of the technical high schools shall be as specified in the 1969-70 school year. However, in the 1971-72 school year the Board will expend $800,000 for reduction of the maximum class size in regular classes in such schools to 35 with a goal of 33.

Where, for one of the reasons set forth in Section 3 of this Article, it is impossible to reduce the maximum class size to the figure above stated, an amount out of the funds above mentioned equal to

MANAGEMENT-INDUSTRIAL UNION

Article XIII-Hours of Work, Overtime and Travel Time

Section 13.1

The normal shift hours shall be from 7:30 a.m. to 4:00 p.m. for the first shift and from 4:00 p.m. to 12:30 a.m. for the night shift. The Company shall have the right to alter the starting or finishing time of each. In any event, the provisions of this section shall not be construed as a guarantee of hours of work.

Section 13.2

For the purpose of this Agreement a day shall be deemed to be the twenty-four (24) hour period commencing with the starting of a shift to which an employee is assigned. Overtime rates will be paid as follows:

Time and one-half will be paid for:
a. All time worked in excess of eight (8) hours in any one day;
b. All time worked in excess of forty (40) hours in one work week for which overtime has not already been earned;
c. All work performed on Saturday.

sitter, parent stays.

Section 2.4

Weekends: All usual child care, plus special activities (beach, park, zoo) split equally. Husband free all Saturday, wife free all Sunday.

the cost of reducing class size in that school to the number of pupils aforesaid shall be utilized to:

1. Hire additional teachers
2. Cover the cost of space rentals
3. Provide supplementary supplies and equipment to teachers whose classes exceed the 35 pupil maximum.

A joint committee of the Administration and the Federation will be established to agree upon the allocation of these funds. As of November 10, 1971, two-thirds of the total amount allocated will be committed, and by February 15, 1972, the remaining one-third of the total will be committed.

* Agreement between Board of Education of The School District of Philadelphia and Philadelphia Federation of Teachers, Local 3, AFL-CIO, Page 46.

Article XIX-Health and Safety

Section 19.1

The Company shall continue to make reasonable provisions for the safety and health of its employees during the hours of their employment.

Section 19.2

Protective devices and other equipment necessary to properly protect employees from injury and required by the Company as a condition of employment shall be provided by the Company.

Section 19.3

In the event that a man is injured he shall be paid at his regular rate to the end of his shift.

LESSON #11

THEME: THE PROCESS OF NEGOTIATION

Objective

As a result of this lesson, students will participate in the processes of negotiation and compromise through a simulated learning experience.

Background Information

In the previous lesson, students were asked to identify the elements of compromise in specific contractual agreements. This lesson is designed to involve students in the processes of negotiation and compromise and reinforce these concepts through a simulated learning experience.

Instructional Strategies

1. Lunchroom Simulation

   a. Description of conditions

In a senior high school, students who have the 7th lunch complain that very little food is available and that what is available is usually cold.

   b. Ask students how they think this problem can be resolved.

   c. After completing the discussion, have students implement the following plan as one means of attempting to resolve the problem.

2. Ask students to select one of the following roles:

ROLES	RESPONSIBILITIES
a. Student negotiators (represent the entire student body)	a. Prepare a list of priorities for negotiation.
b. Management Team (School Administration) 1) Principal 3) Roster Chairman 2) Vice-Principal 4) Dietitian 5) N.T.A.'s (Non-Teaching Assistants)	b. They must justify conditions in the 7th period lunch.

3. Gather information from students as to their grievances regarding the lunchroom and solicit their recommendations for improving lunchroom conditions.

4. Have the two teams meet for the purpose of negotiating a settlement of the dispute. At this point, the management teams and the student teams should present their proposals.

5. Have the teams develop a short contract resolving the dispute. Ask the student to negotiate a settlement of the dispute. At this point, the management teams should present their proposals and counterproposals.

6. Class Discussion

What may happen if the student body does not ratify the contract?

Suggested Activity

1. Which of the following labor-management disputes were settled by the process of negotiation?

a. Railroad Strike of 1877

b. Pullman Strike of 1894

c. Anthracite Coal Strike-1902

d. General Motor Sit-Down Strike-1937

e. UAW Strike-1970

f. Cement Mixers Strike-1972

LESSON #12

THEME: THE SHOP STEWARD

Objective

As a result of this lesson, the student will be able to identify 4 responsibilities of the Shop Steward.

Instructional Strategies

1. Define the term "shop steward."

   Shop Steward — An employee elected by the union members to represent the union in its dealings with the company. In a large company, shop stewards may be elected in the various departments. The steward is in a position to answer questions concerning the union contract and to present grievances and dissatisfactions to the employer or company representatives. The steward has a special relationship to the workers he represents. The steward is the one person in the union structure with whom the member is in contact.

   a. Ask the students if they have anyone in the school whose function is similar to that of the shop steward.

   b. Compare the role of the Ombudsman to that of the shop steward. What are the similarities? What are the differences?

2. Show and discuss the film The Shop Steward (available through the Division of Audio-Visual Education, 2600 N. Broad St. BA 3-9616).

   a. After the class views the film, raise the following questions:

      (1) How did Walacheck become shop steward?

      (2) What were the incidents through which Walacheck became involved with the issues of plant safety, seniority, grievance, and grievance procedure?

      (3) What is role of the shop stewards' committee? In the plant in which Walacheck worked how many men did each shop steward represent?

(4) How often were union meetings held in the plant?

(5) Discuss the relationship between Rustin, the foreman, and Walacheck, the shop steward.

Suggested Activities

1. Distribute the following questionnaire and ask students to indicate their responses. Tabulate and discuss the answers given by the class.

a. The steward should know the contract by heart and be able to quote it at a moment's notice.

Agree _____ Disagree _____

b. After the union meeting, the steward should refuse to tell members what happened.

Agree _____ Disagree _____

c. The steward's job is limited to handling only those problems which are brought to him by the members.

Agree _____ Disagree _____

d. The steward should serve as an impartial umpire when disputes arise between the members of this department and the company.

Agree _____ Disagree _____

e. It is a mistake to have the aggrieved workers sit in on grievance meetings.

Agree _____ Disagree _____

f. The steward should stay completely away from the discussion of legislative or political matters in the shop, because the beliefs of each member are his own business.

Agree _____ Disagree _____

2. Invite a shop steward to the class to discuss the procedures, responsibilities, and satisfactions of his job. Some suggested areas for discussion might be:

a. The union contract

b. Policy of his union toward conditions of work not covered by the contract

c. His local: its by-laws, officers and committees; its general policy; its finances

d. His International and the AFL-CIO or ALA

e. Federal and State Labor Law

(1) Landrum-Griffin

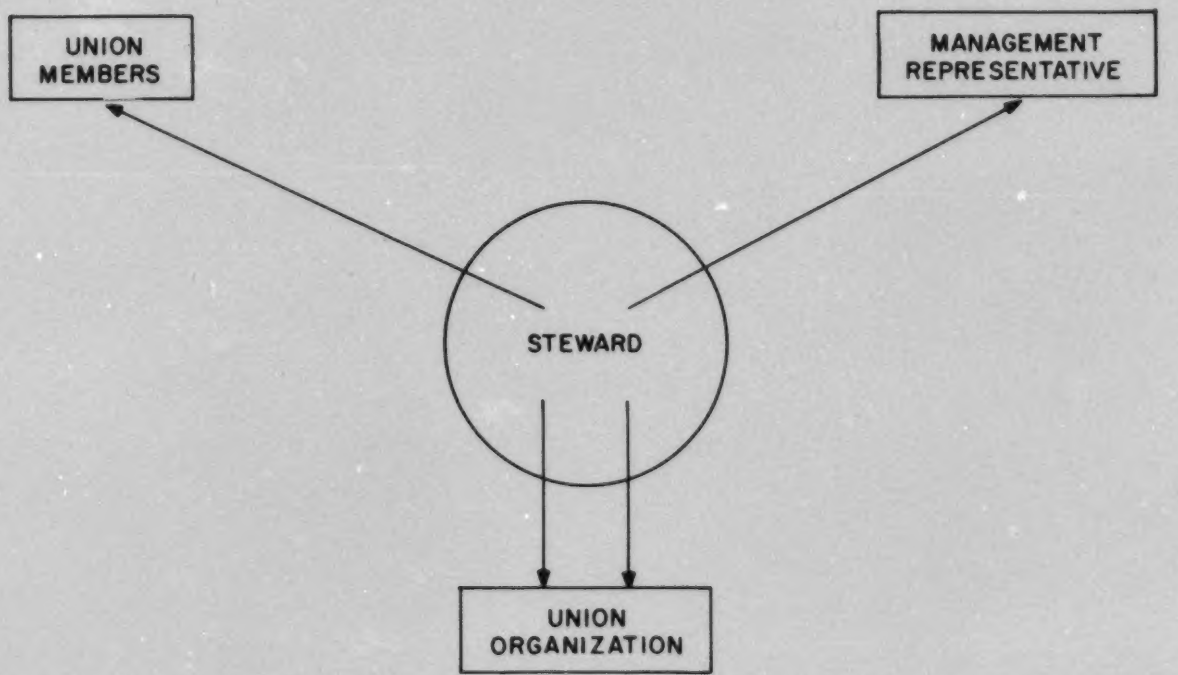
(2) Norris-La Guardia

(3) Taft-Hartley

(4) Pennsylvania Anti-Injunction

3. Give students a copy of the diagram and ask them to interpret it.

THE KEY POSITION OF THE STEWARD



LESSON #13

THEME: THE GRIEVANCE

Objective

As a result of this lesson, the student will understand the concept of the grievance.

Instructional Strategies

1. If you were negotiating a contract, which of the following definitions of a grievance would you prefer and why:

   a. The term grievance shall mean any dispute or controversy between the company and one or more of its employees or between the company and the union.

   b. A grievance is a complaint, dispute or controversy in which it is claimed that either party has failed to comply with any obligation assumed by it under the terms of this agreement and which involves either a dispute as to the fact involved or a question concerning the meaning, interpretation or application of this agreement.

2. Ask the students to list some grievances that they have in terms of the groups or institutions to which they have some affiliation, e.g. family, school, fraternity, sorority, club, gang, etc.

   a. What techniques do various groups use in resolving their disputes?

   b. Is there a contractual relationship involved that sets forth the rights and responsibilities of members of a school, gang, fraternity, band, etc.? If so, why? If not, why not?

3. Ask the students to select which of the following union worker complaints should be taken up through the regular grievance procedure and why?

   a. A worker who was laid off complains about the treatment he received at the local Unemployment Compensation Office.

      a. Is It a Grievance? Yes____ No____

      Why? (or Why Not?) _____

      _____

b. A new machine has been installed on a weak foundation, and one of the union members tells the steward he is afraid the floor may cave in.

b. Is It a Grievance? Yes____ No____
Why? (or Why Not?) _____
_____

c. Three union members write to the International Union Headquarters, complaining that the grievance committee is unwilling to act promptly on their grievances.

c. Is It a Grievance? Yes ____ No____
Why? (or Why Not?) _____
_____

d. A large group of members complain that the company has arbitrarily issued a new rule withdrawing their smoking privileges. They say that while it is not in the contract, it has been an accepted practice to leave the job occasionally for a smoke. The new ruling is creating a big stir in the plant.

d. Is It a Grievance? Yes____ No____
Why? (or Why Not?) _____
_____

e. A worker claims that his superior is continually picking on him but can cite no instance of contract violation.

e. Is It a Grievance? Yes____ No____
Why? (or Why Not?) _____
_____

Suggested Activities

1. Divide the class into 4 groups and ask each group to devise a form to be used in presenting a grievance. (Note: Effective grievance procedure depends on getting the facts.)

2. Have each group present its form.

a. Does the form devised by each group identify: the people involved Who; the facts and what happened that makes it a grievance - What; the department and location of the incident - Where; the date

and time - When; the section of contract violated - Why; the correction desired - state full adjustment or settlement wanted.

3. Give each student a copy of fact sheets (Page 68) and discuss them. (The sheets present the incorrect and correct way to write up a grievance.)

FACT SHEET

Case: A boilermaker-helper wrote the following grievance, and together with his steward presented it to the foreman (the worker's name, department, badge number, were properly filled in on the complaint form):

"I have been assigned to maintenance while "Lefty" Hartshorn gets a soft job in the shop. Now everyone knows I can do the work better than "Lefty" — I've had more experience at it than him. How is it a man who's never worked in the shop gets the good job while I get maintenance work?"

a. How would you rewrite this grievance?

b. What facts or items should be included in every grievance?

c. What are the advantages of clear statement of a grievance?

1) Are there any disadvantages to putting all the facts in writing to present to management?

FACT SHEET

On March 29, 1968 (WHEN) I was assigned to maintenance. The same day another boilermaker-helper, David Hartshorn, (WHO) was upgraded to plumber in the shop. I had two months' experience as plumber last year. Hartshorn had had none. My work was (WHERE) satisfactory during that fill-in period. I have one year's more seniority than Hartshorn. I claim violation of Section 1320 of the contract, and request (1) that I be given the job as plumber; (2) that I be (WHAT) paid the difference between my present rate and the rate on the new job for all hours worked from the date of this grievance until the date I get the job I had coming.

(SETTLEMENT DESIRED)

Suggested Activities (cont.)

4. Show and discuss the film The Grievance. This film is available through the Division of Audio-Visual Education, 2600 N. Broad St. (BA 3-9616). The film is 29 minutes in length: the catalog number is 153781.

LESSON #14

THEME: THE GRIEVANCE PROCEDURE

Objective

As a result of this lesson, the student will be able to list the purposes of the grievance procedure and elaborate the steps through which a grievance is resolved.

Instructional Strategies

1. Have the students read and discuss the following case study:

— THE CASE OF GOOD JOE, THE FOREMAN —

Joe Harris was one of the boys for nearly ten years before he was made foreman. In those ten years he made friends with almost every worker and supervisor in the department. He never forgets a birthday of the men under him, and he goes out of his way to talk to them about their families.

Since he has become foreman, Joe has continued to stay on good terms with the men. If a job goes wrong, he tries to get it fixed without the worker getting the blame. When this isn't possible, he quietly lets the worker know how much money the company lost because of his mistake.

Joe tries to get his workers to do little jobs outside their classification whenever the occasion arises. Most of the workers go along because Joe has been such a good guy. Recently, however, Joe has been making quite a few such requests.

Now the steward has filed a grievance against Joe charging that he has been violating the agreement which spells out various job descriptions. The steward is also demanding that management instruct Joe to stop asking his workers to do jobs outside their description.

a. Members of the class take the roles of Joe the foreman, the Shop Steward, the Industrial Relations Director, and three workers who, in the past, have performed tasks outside their job classification for Joe.

b. Have the role players describe how they feel the grievance should be resolved. List their suggestions and ask the class which ones seem to be most feasible and why.

2. The teacher should emphasize the fact that the purposes of the grievance procedure are to:

a. Establish rights of the employees through interpretation of the contract.

b. Protect rights clearly established under the contract.

c. Provide a systematic, reasonable way of settling problems.

d. Assure equal and fair treatment according to customary practice.

e. Provide for communication between management and the union to assemble facts to justify respective positions.

Suggested Activities

1. Have the Federation's Building Representative discuss the grievance procedure for teachers as indicated in the 1971-72 contract. Compare and contrast the grievance procedure for teachers with the grievance procedure of an industrial union. How are they similar? How are they different?

a. Distribute and discuss the table of steps and the diagram of the sample grievance procedure, pages 72 and 73.

2. Some suggested discussion questions on the grievance procedure are:

a. Who represents the workers at each step?

b. Who represents the company?

c. How much time do union representatives have to file grievances at each step of the grievance procedure?

d. How much time do management representatives have to answer grievances at each step?

e. Who should union members see first when they have a grievance?

3. Have the Director of Industrial Relations of a plant speak to the class about management's concerns in handling grievances.

Table of Steps of a Sample Grievance Procedure

	COMPANY REPRESENTATIVE	UNION REPRESENTATIVE	UNION TO FILE	COMPANY TO ANSWER
Step 1	Line Foreman	Member and/or Steward	3 working days	3 days
Step 2		UNION MUST NOTIFY COMPANY IN WRITING		
Step 3	General Foreman	Chief Steward or Grievance Committeeman	5 working days	5 working days
Step 4	Director, Industrial Relations	Shop Committee or Grievance Committee	10 days	10 days
Step 5	Plant Manager	Union Staff Representative	10 days	10 days

Grievances should be moved to the next step without delay. A time limit of 10 days does not mean that the Union Representative must wait that long. Most grievances can be moved to the next step on the day after receipt of a supervisor's answer.

Step 6 ARBITRATION

A. Notify in writing . . . . . Within 10 days after answer in Step 4, 20 days after notification

B. Company and Union each select an arbitrator. (If they cannot agree on an arbitrator, request names from Federal Mediation and Conciliation Service. Each side strike one name alternately until one is left.) . . . . . 10 days

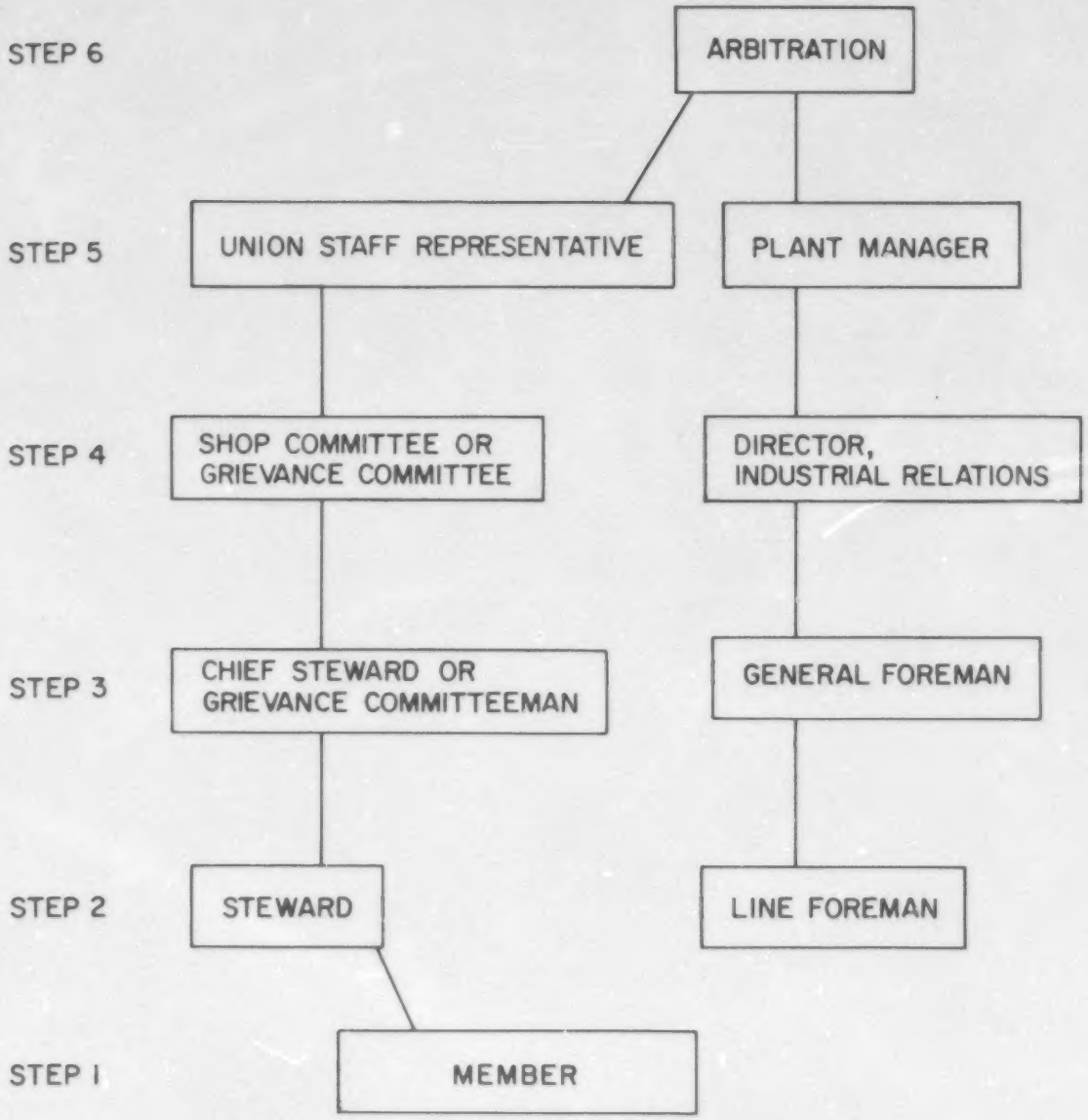
C. Arbitrator shall schedule meetings . . . . . 20 days after selection of arbitrators

D. Board of Arbitration shall submit decision in writing . . . . . 30 days after last hearing

E. Decision shall be final and both parties agree to accept decision.

F. Costs shall be equally divided between company and union.

GRIEVANCE PROCEDURE



The right side of diagram indicates management personnel who would be involved in the grievance procedure at the step indicated.

2. Some suggested discussion questions on the grievance procedure are:

   a. Who represents the workers at each step?

   b. Who represents the company?

   c. How much time do union representatives have to file grievances at each step of the grievance procedure?

   d. How much time do management representatives have to answer grievances at each step?

   e. Who should union members see first when they have a grievance?

3. Have the Director of Industrial Relations of a plant speak to the class about management's concerns in handling grievances.

LESSON #15

THEME: THE ASSEMBLY-LINE WORKER

Objectives

1. To examine the ideas, attitudes, and feelings of an individual working on an assembly line.

2. To simulate an assembly-line experience with students and discuss their ideas, attitudes and feelings concerning the experience.

Instructional Strategies

1. Give each student a copy of the article WHAT IT'S LIKE ON THE AUTO ASSEMBLY LINE on page 77.

2. Discuss the concepts of mass production and the assembly line with students.

3. Simulate an assembly-line experience with students by doing the following:

   a. Bring in a puzzle that is assembled on a wooden or cardboard frame (this will allow the puzzle to be passed from student to student with a minimum of difficulty). Arrange the students in rows. Explain to the students that they will each receive a piece of the puzzle which is numbered and corresponds to a numbered area on the puzzle board. Beginning with the first student in the row, each student will place his piece on the puzzle board and then pass it to the student seated behind him. When the puzzle is completed, it should be disassembled and the assembly line process should be repeated 9 more times with the same pieces.

   b. Raise the following questions with the class:

      (1) How did you feel about assembling the puzzle over and over?

      (2) If you were working with automobile parts instead of a puzzle, would that change your feeling about doing the same process over and over?

      (3) If you were an assembly-line worker, would you want provision for "breaks" in this daily routine? If so, how many and how long do you think they should be? Would such "breaks" be negotiable items?

(4) Do you feel that a person doing this kind of work day after day is able to maintain a sense of job satisfaction?

Suggested Activities

1. Invite people in the community who have had assembly-line experience to come and speak with the class.

2. Invite a front-line supervisor or middle-manager to speak with the class in terms of his perceptions of the assembly-line process.

3. Arrange a tour for the class of a nearby factory so that sutdents can observe the assembly-line process in action.

4. Review and discuss the following phrases from the article with the class:

   a. "work station"
   b. "impersonality of life"
   c. "take my money and run"
   d. "mandatory physical examination"
   e. "impersonal . . . cynicism"

5. Relate the following terms to the assembly-line experience:

   a. grievance
   b. grievance procedure
   c. seniority
   d. shop steward
   e. specialization

6. Discuss some of the economic advantages of the assembly-line process.

WHAT IT'S LIKE ON THE AUTO ASSEMBLY LINE

What is life like on the auto assembly line, and what is the mood of the men and women working there? To find out, NEWSWEEK'S Martin Weston hired on as a production worker at the Chevrolet Nova assembly plant at Willow Run, near Detroit. Here, after four exhausting afternoon shifts on the line, is his report:

The single most important bond uniting autoworkers is the never-ending physical agony of it all. On the assembly line, cars move by each work station at the rate of 50 to 65 an hour, and you sometimes have less than a minute to perform your task. "You work your ass off," one Willow Run worker summed up bitterly. "You work your ass off all day long every day you work. The thing about this job is that the line never stops. And because it's inhuman, it never takes into account the fact that sometimes human beings get tired."

On my first day, I quickly learned the impersonality of life on the line. Along with a dozen others, I stood in a circle while three foremen looked us over and then pointed out the men they wanted. It was like choosing up sides for a softball game, or like a longshoreman's shape-up. The foreman didn't say a word. He just pointed.

Being the 153-pound weakling of the bunch, I got the easiest job—a job a woman was doing. Irene showed me how to install steel shackles on the rear suspension system and grease dual mufflers for special models before throwing them on the back of the Towveyor to be installed up the line.

It looked simple, but it wasn't. The Towveyor-the conveyor system carrying front and rear ends before they are united under the car's body—moved along so fast that I had less than 60 seconds in which to install four rubber cushions (two on each side) and bolt on four shackles with two bolts and two nuts. In addition to being sure they weren't on upside down (I did that once), I had to replenish my supplies continually from an assortment of boxes and bins.

No Jelly: When I first tried to do it without Irene's help I found myself running back and forth to keep up. "When I first took this job, I lost 20 pounds in three weeks," she told me. "You'll get used to it." But I never did. That first night, I couldn't get to sleep; I kept putting on shackles over and over again. Even so, I fared better than another man in our beginners' crew. Charles, a tough 6-footer fresh from a job in a magnesium plant in Chicago, was put to work mounting engines on the car bodies. "The job in the magnesium plant was jelly compared to this one," he groaned after his first shift. "And in the magnesium plant we worked in some real heat."

The impersonal, endless line also teaches cynicism. For a while, because bumpers weren't fitting properly somewhere up the line, I was told to hit each frame three times with a sledge-hammer as it passed my station.

Obviously, many of the workers at Willow Run long to escape. Willie, a black man who installed brake controls next to my work station, hopes to "take my money and run" some day to open up some sort of small service business with his brother. And for some, there is escape right on the job; both marijuana and liquor are common. Joe, a white migrant from Kentucky, was renowned along the line for his ability to drink as many as 27 cans of beer or a fifth of bourbon at a single sitting. He often came to work stoned and then drank some more his 30-minute lunch break. "If I didn't drink," he explained, "I wouldn't ever be able to do this crap at all."

Another key to survival on the line is sneaking every possible minute away from the job. "I've been in this hellhole for six years," grunted one worker waiting to see the doctor when I stopped in for the mandatory physical examination. "I'm going to have the doc look at my finger; there ain't a damn thing wrong with it, but you learn quick here never to pass up a single chance to sit down." Any distraction is welcome, if only to break the dreadful monotony. Conversation is difficult because of the fearsome noise of clashing metal and screaming power tools. But let a woman—any woman whatever, good-looking or not—amble past the line and the men consider it an obligatory mark of machismo to make themselves heard with a pungent blend of whistles and obscene remarks.

For all their unhappiness with their jobs, however, the Willow Run workers showed a strange lack of union militancy. In some ways, the plant is atypical of those covered by the UAW-Big Three contracts. First, its turnover is so high that it was hiring new workers in a state that counts unemployment at 9.1 per cent. (I had to apply at six plants before I scored.) One reason for the turnover is that the plant is 34 miles from Detroit, and inner-city workers find it difficult to travel that far. As a result, the work force—about half black and half Southern white—seemed relatively new and uninterested in UAW affairs. When I arrived, there had been a recent strike vote over safety issues; I was unable to find a single worker in my area who had bothered to vote.

Getting Paid: Despite this sullen apathy the workers have faith in the UAW's ability to represent them. When I asked one old hand for his view on negotiations, he shrugged: "We leave all that business to the wheels. We just do what the union says." This includes going out on strike if the International calls one, although there was an overwhelming hope that a strike would not be necessary this year. "Too many of these guys have bought new cars," Irene pointed out. "A lot of them have homes. They've also lost some work during model changeover. They don't want a strike; they can't really afford it."

But strike or settlement, life won't be much different through this model year—and the next, and the one after that—for the men and women on the line at Willow Run. Why do they accept the burden? "Ain't no use my hating it," shrugged one old-timer nicknamed Ben "Quick" (for his alleged prowess with women). "I've just got to work somewhere." Or, as a recent arrival from Kentucky explained: "You get paid, man. The work's hard but you get paid enough so that it's worth it. And when you get off, it's hallelujah. You can drink and buy clothes and cars and women and anything you want."

At the end of my fourth shift, I turned in my badge and told the guard I was quitting. Then, out in the parking lot, I saw my friend Willie and explained that I already had a day job and just couldn't handle the night job, too. "You mean to say you've quit this job?" he asked incredulously.

I explained again. But somehow, Willie couldn't understand how I could give up a steady job paying $3.77 an hour and take my chances in a state where one out of eleven people is out of work. And it was only then that I realized just how important these jobs are—as miserable as they may be — to the men who have to work them.

LESSON #16

TO THE TEACHER:

The case study below should be used as a culminating activity after the lessons dealing with the Shop Steward, The Grievance, and the Grievance Procedure.

Dealing With The Member: The Case of the Cautious Craneman provides students with the opportunity to do a role play and use the ideas, materials, and strategies of the previous 3 lessons.

DEALING WITH THE MEMBER: THE CASE OF THE CAUTIOUS CRANEMAN

Who's involved—

Mike, the foreman
Joe, the crane operator, a highly skilled employee
Sam, the plant superintendent
Ed, the Union steward
Bill, the president of the local
Jim, the international representative

Part I

What Happened

1. The grievance originated on the day before Memorial Day. Except for the supervisory personnel, the maintenance men, and the crane operators, all the workers had been given a day off, without pay, of course. The workers didn't mind too much because they knew their most rushed season began after Memorial Day. They would all be able to make up the lost day's pay with overtime. It gave them a nice long holiday before the big rush.

2. The supervisors, the maintenance men, and the crane operators were working in order to tidy up the plant and get it ready for the rush to come. About 10 o'clock in the morning, Mike, the foreman, told Joe, the crane operator, to move his crane out into the yard to pick up some steel bar stock. Joe climbed into the cab of his crane and moved it into the yard where the large pile of steel bars required moving. Joe moved his crane up to the steel and stopped it. Mike yelled to Joe that he should hurry up and move the steel. Everyone agrees on the story up to this point.

Part II

Joe's Story

3. I had already stopped the crane, and when Mike told me to hurry, I got out of the cab of the crane and climbed down to look at the steel. It looked very dangerous to me. It appeared as if the bands holding the bars were ready to snap and the whole pile looked as though it could fall and hurt or kill someone if I tried to move it. I explained to Mike that it seemed

dangerous. He replied that it didn't look dangerous to him and that I should go ahead and move it. He said, "No, move it now."

4. Up to this point I'm sure I hadn't yelled, but I have to admit I got a little mad. Although I wasn't shouting, I told him that I wouldn't risk anybody's life by doing a damn fool thing like that and the he had no right to ask me to do it. At this point Mike was yelling. He said, "Move that steel. Can't you see you're holding up 20 men? I'll show you how dangerous it is. If you don't do it, I will. We don't have enough men to restack that steel—they're all off and if you don't move it, you will be too." By now a small crowd had gathered around us.

5. I said, "No, I won't move it." I also told Mike that he had no right to threaten me with a lay-off for not performing a dangerous act.

Part III

Mike — The Foreman's Story

6. When Joe's crane stopped, I asked him to hurry. I had no idea that he thought the job dangerous. I've had a lot of experience and it looked all right to me. A skilled crane operator should have known this, too. A hundred times in the past crane operators have moved steel in shape like that. This was no unusual order. Nobody ever complained about doing anything like that before. Restacking wasn't necessary and would have taken too long, anyhow.

7. Joe is lying when he says I threatened him with a lay-off if he wouldn't move the steel. All I meant was that nobody could work if the steel wasn't moved. Joe could see he was holding everybody up. They were all standing around. I only got mad when he began to yell at me — and particularly when somebody, I don't know if it was him (I'm pretty sure it was), said under his breath, "I'll get even with you, you murdering . . . . . ." I don't like to be sworn at and to have my orders refused.

8. When he swore at me, I moved the steel myself, without any accident. Then I got the superintendent.

Part IV

Ed — The Steward's Story

9. I was working at the other end of the plant when one of the boys came up and told me there was a big fight going on. I quit what I was doing and walked up to the crane. There was Joe, with the steel bars right in front of him and a whole bunch of the maintenance men standing around with their hands in their pockets. I asked Joe what was the matter. He told me his story. And he was real mad. He said to me, "Dammit, if anybody gets hurt moving that steel, don't say I didn't warn you."

10. Usually I would have talked the whole thing over with Mike, the foreman, and we would have worked it out and nothing much would have happened, but recently the crane operators have been a pretty tough bunch. Ever since the last contract when we got an across-the-board raise, they've been making a lot of trouble because they think that because they're more skilled they should have gotten a bigger raise than the rest of the boys. Well, I don't know about that, but I do know they've been making a lot of trouble and I've had more problems and grievances with them than with all the rest of the plant put together.

11. While I was talking to Joe, Mike was moving the steel. When I noticed what Mike was doing, I protested—Mike was almost done and didn't stop. Then Mike got Sam, the plant superintendent. I could see them talking together all the way across the yard.

12. I admit I was surprised though when Sam told me that Joe was going to be disciplined for using abusive language and refusing to obey the order of the foreman. I said, "Let's not be so hasty. Let's talk this thing over for a minute."

13. He said, "We're not going to talk this one over."

14. I told him that crane operators didn't have to do things that would endanger life and limb. He seemed to get a little mad at this and said, "Crane operators don't swear at the foreman either." He then shouted to Joe that he was through for the day and to punch out. I guess that's why Joe went down to the union headquarters.

Part V

Sam — The Superintendent's Story

15. I had just been going over some production figures. One thing had struck me about them and that was the crane operators. The cost factor in that department had risen sharply recently. Then, Mike came in and told me what had happened.

16. What I won't stand for on the job is swearing and refusal to obey orders. Mike is one of our oldest and best foremen. It's true that some of the men say that they have trouble with him, but that's because he's demanding and believes in an honest day's work for an honest day's pay. He, too, has been having trouble with the crane operators, and if you look at the record of grievances, you'll see that he's been justified in most of them.

17. I decided that the time had come to straighten this situation out once and for all. Joe seemed to be as good a place to start as anywhere. I knew that the union would file a grievance, but that was their usual harassment. The steward himself has been having trouble with the crane operators, and lately he doesn't seem as upset about losing grievances for them as he does when he loses grievances for others.

18. That there was no danger is proved by the fact that Mike moved the steel himself.

Part VI

Union Headquarters

19. When Joe came in, he was hopping mad. He's an old-timer in the union and he walked right in to see the president, who happened to be talking with the international representative. The president calmed Joe down. After Joe had told his story he told Joe the Union would look into the case when they had a chance to talk it over with the steward. Joe and the international representative exchanged a few curt words.

20. After Joe had gone, the international representative said the case sounded greatly exaggerated to him.

21. "Why do you say that? It looks to me like we'll have to fight this one to the limit," said the president.

22. "Isn't it clear?" replied the international representative. "Don't you see that this is more of the same thing. With the elections coming next month, the cranemen are making things tough for you. You've done what you could for the skilled employees but they always want more. They don't care about the majority."

23. "It's not that simple. We haven't been winning many of their grievances recently and they have some reason for kicking up a real fuss. By the way, are you sure you are not carrying a grudge against Joe? You got pretty mad at him when he talked out of turn at the bargaining session," replied the president.

24. "You're damn right I got mad at him. Joe had no business embarrassing us, when we were trying to get something for the other department. I still think it hurt us to have management know there were differences between the skilled and unskilled. But I'm not carrying a grudge. I honestly think this is a phony. If we push hard on this one, it will hurt us when we have a real grievance."

25. Then the steward walked in. The time had come when the president had to decide what to do.

LESSON #17

THEME: THE UNION AND THE COMMUNITY

Objective

To explore the kinds of union activities that make our community a better place in which to live.

Background Information

While many people view union activity merely as a matter of negotiating contracts, or engaging in strikes, or dealing with labor-management conflict, this represents a very parochial and distorted perception of union activities.

The lesson which follows explores the multi-faceted nature of union activities, and the ways in which these activities provide for the needs of many people in our community.

Instructional Strategies

1. Read the following case study with the students:

   Larry Labor is 27 years old, married, and the father of two children, ages 5 and 3. He has been a union construction worker for 6 years. He earns $12,000 a year.

   Looking into the future, what do you think will be some of Larry's family needs. Some suggested answers might be:

   a. Food
   b. Clothing
   c. Shelter
   d. Medical services
   e. Educational opportunities
   f. Vocational counseling and guidance
   g. On-the-job training
   h. Recreational facilities and programs
   i. Adequate provision for income and housing upon retirement

2. Ask the class to investigate the resources provided by unions to meet the needs suggested in item #1 above by contacting the following union organizations:

a. Human Resources Development Institute, AFL-CIO
1512 Walnut Street, Philadelphia, Pa. 19102
PE 5-9039

b. Pennsylvania State University (The)
Department of Labor Studies
University Park, Pa.

c. Department of Labor Studies, Eastern Office
814 Hill Avenue
Wyomissing, Pa. 19610 (375-4211)

d. Philadelphia AFL-CIO Council
Broad and Vine Streets, Philadelphia, Pa. 19107
LO 8-7791

e. Philadelphia CIO Council
1321 Arch Street, Philadelphia, Pa. 19107
LO 3-5441

f. Philadelphia Federation of Teachers
1930 Chestnut Street, Philadelphia, Pa. 19103
LO 8-2113

g. Teamsters Joint Council #53
11th and Chew Streets, Philadelphia, Pa. 19141
HA 4-6639

h. United Auto Workers
3364 Susquehanna Rd., Dresher, Pa. 19025
643-3815

Suggested Activities

1. Background

In examining unions or labor activity, we sometimes forget that many students are woefully lacking in knowledge of the world of work. It is important that students know the kinds of occupational alternatives that exist. It is also important that students be able to project future occupational trends for it may well be that the day when a man or woman selected one career for a lifetime is rapidly coming to an end.

a. Have students bring in Want Ads: identify the job; interpret the abbreviations; and discuss the qualifications, in terms of both the demands of the job and the individual capabilities necessary to do the job competently.

b. The class may wish to consult some of the labor organizations mentioned previously in order to build a classroom occupational resource center (books, slides, films, etc.).

c. Invite an industrial psychologist to speak to the class about the relationship between personality factors and job suitability.

2. Students may want to bring in some folk ballads that deal with life and problems of the working man in American society. Some examples are:

a. 16 tons — Ernie Ford

b. Dark As A Dungeon — Odetta

c. John Henry

3. Have some of the students read parts of Alvin Toffler's FUTURE SHOCK and discuss the occupational trends which he sees developing.

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Oliver, Donald W. and Newmann, Fred M. THE RISE OF ORGANIZED LABOR, Public Issues Series, Harvard Social Studies Project.

Oswald, Rudolph. "Contracts: Some Recent Trends," THE AMERICAN FEDERATIONIST, March 1970.

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The following books are recommended for more intensive study of Trade Union Administration:

Barbash, Jack.	LABOR'S GRASS ROOTS: A STUDY OF THE LOCAL UNION. Har-Row.
Barbash, Jack.	THE PRACTICE OF UNIONISM. Har-Row.
Cook, Alice H.	UNION DEMOCRACY: PRACTICE AND IDEAL. Cornell University Press.
Leiserson, William M.	AMERICAN TRADE UNION DEMOCRACY. Columbia University Press.
*Lipset, Seymour M.	UNION DEMOCRACY: THE INTERNAL POLITICS OF THE I.T.U. Free Press.
Sayles, Leonard and George Strauss.	THE LOCAL UNION, ITS PLACE IN THE INDUSTRIAL PLANT. Har-Row.
Tannenbaum, Arnold and Robert Kahn.	PARTICIPATION IN LOCAL UNIONS. Row-Peterson Company.

(*) Available in paperback.

FILMS

1. A Matter Of Survival. 26 min. 1971

   Produced by the National Film Board of Canada with the Canadian Department of Labor.

   This film deals with the impact of technology upon employees. Hargraves Inc. is streamlining its operation. A great deal of the work load — including accounting — will be handled by computers. The film examines the different points of view of management and labor and focuses on the lives of those affected by the computerization of the accounting department.

2. Do Not Fold, Staple, Spindle or Mutilate. 51 min. 1967

   Produced by the National Film Board of Canada.

   This film opens the door to an honest exchange of opinion which can help both old and young workers to better understand each other.

   The plot involves a local union president who has spent most of his life fighting to build the union. His relationship with his son, who works in the plant, is strained by the youth's feeling that he and his mother have always been sacrificed to his preoccupation with the union.

   Finally, the union officer faces an election in which his leadership is challenged by the new generation of workers who claim he is out of touch, and not giving adequate leadership to the local. A convincing case is made by the young workers. An equally strong case is made by the aged leader. The film ends with both sides making their presentations to the union membership as nominations are made.

3. The Grievance. 32 min. 1955.

   Produced by the National Film Board of Canada.

   A man who refuses to work on a truck cab which he believes is too hot for safety is transferred to another job at lower pay. He takes up the grievance with his steward and it goes through a step-by-step procedure from the steward and the foreman to the chief steward and the superintendent and then to the union's grievance committee and the company's industrial relations' director. Obtaining no satisfaction, the local votes to take the case to

arbitration and the film discusses the procedure involved here. It stresses the importance of orderly grievance procedures.

4. The Inheritance. 55 min. 1964.
   Produced by the Amalgamated Clothing Workers of America.

With a sweeping look at the 20th century this film traces the long, bitter struggle of workers against economic exploitation. It portrays the mass demonstrations, picketing, sit-ins, the violence and death which occurred before the conflict was resolved in the legislative halls and across the bargaining tables. Following the theme that "freedom is a hard-won thing and every generation's got to win it again, " the film ends with scenes from the March on Washington, a new chapter in man's recurrent struggle for liberty and justice.

Many scenes of labor struggles are shown in this story of the clothing workers like the previously suppressed film on the 1937 Memorial Day Massacre. This film sets the background for a discussion of labor history. It is an excellent film for use in public schools and by community organizations.

5. The Rise of Organized Labor. 20 min. 1960.
   Produced by McGraw-Hill Films.

This is a competent film on the history of the labor movement. Particularly well developed is the picture of the origin of unions in the 19th century with stark pictures of the exploitation of men, women and children working for long hours with no health or safety protection and pitifully low wages. Using a combination of film clips and stills, the movie documents the contribution of early labor leaders Terence Powderly, president of the Knights of Labor, and Samuel Gompers, first president, and founder of the American Federation of Labor.

The evolution of the labor movement through the period of company-hired strike breakers and Pinkerton agents, the organization of industrial unions, the emergence of the CIO and finally the merger of the AFL-CIO are presented. The section on the elimination of corruption and communist influence in the labor movement requires clarification in the discussion session.

6. The Shop Steward. 22 min. 1952.

Produced by the National Film Board of Canada.

In this film you watch a good shop steward in action. His responsibilities to the members and the union, his problems in handling grievances — these are dramatically shown through the story of Johnny Walachuk, newly elected steward for a local of the United Steelworkers of America.

The film opens with Johnny Walachuk's election as shop steward. Then you see him take on the responsibilities of the job. As he says, you can work in a place for fifty years and not see the things you notice as soon as they make you a shop steward. You follow him as he works on three grievances.

7. I Am Somebody, Color, 38 min.

"I Am Somebody" is a remarkably impressive and exciting film that has tremendous meaning for all of us right now because it not only shows the way it is, but it also shows working people taking hold and moving towards the way it ought to be. Here is a perfect illustration of the unity of labor and the civil rights movement in action.

COMMUNITY RESOURCES

1. Human Resources Development Institute, AFL-CIO
   1512 Walnut Street, Philadelphia, Pa. 19102
   PE 5-9039

2. Pennsylvania State University - Berks Center
   Department of Labor Studies, Eastern Office
   814 Hill Avenue
   Wyomissing, Pa. 19610
   215-375-4211

3. Philadelphia AFL-CIO Council
   Broad and Vine Streets, Philadelphia, Pa. 19107
   LO 8-7791

4. Philadelphia CIO Council
   1321 Arch Street, Philadelphia, Pa. 19107
   LO 3-5541

5. Philadelphia Federation of Teachers
   1930 Chestnut Street, Philadelphia, Pa. 19103
   LO 8-2113

6. Teamsters Joint Council #53
   11th and Chew Streets, Philadelphia, Pa. 19141

7. United Auto Workers
   3364 Susquehanna Road, Dresher, Pa. 19025
   643-3815

8. Association for the Advancement of Labor Education
   3364 Susquehanna Road, Dresher, Pa. 19025
   643-3815

9. International Union of Electrical, Radio, and Machine Workers
   1321 Arch Street
   Philadelphia, Pa.
   LO 7-6303

EVALUATION FORM:

LABOR UNIONS: PROGRESS AND PROMISE

THE SCHOOL DISTRICT OF PHILADELPHIA
Curriculum Planning and Development
Room 330, 21st Street S. of the Parkway
Philadelphia, Pa. 19103
448-3348

HAS THIS GUIDE HELPED YOU IN YOUR INSTRUCTIONAL PROGRAM?

WHAT ASPECTS OF THIS GUIDE DID YOU FIND MOST HELPFUL?

IN WHAT WAYS CAN THIS GUIDE BE MORE HELPFUL?

WHAT MATERIALS RELATIVE TO THIS GUIDE WOULD YOU LIKE TO HAVE MADE AVAILABLE TO YOU?

YOUR NAME _____

SCHOOL _____

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